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ABSTRACT

Presented is the curriculum guide for primary grade gifted and talented students in Calcasieu Parish, Louisiana. Introductory information includes information on program philosophy, rationale, definition of giftedness, goals of the program, identifying characteristics of giftedness, identification and placement, rationale for curriculum development, B. Bloom's sequential classification of question cues, J. Guilford's structure-of-intellect model, the teaching/learning model, teacher behaviors, pupil behaviors, inquiry processes, teacher questioning techniques, value clarification, field trips, resource persons, and student notebooks. The major portion of the document provides a detailed curriculum guide for both grades 1 and 2 in the curriculum areas of language arts, social science, math, science, music, and art. Specific activities are usually discussed in terms of purpose, suggested time, content, procedure, materials, evaluation, and extended activities. Appendixes provide such information as materials used in the program, inservice training, parental and community involvement, policies, funding, and future plans. (DB)

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CALCASIEU PARISH SPARK PROGRAM
FOR PRIMARY GIFTED/TALENTED STUDENTS

Guidelines and Curriculum

Director - Barbara Bankens

Coordinator - Marlene Hillebrandt

Teachers - Elva Groves
Juanita Meadows
Marge Womack
Tita Robertson
Peggy Meche
Janice Sanford

Secretary - Pauline Abrusley

Calcasieu Parish Schools
Department of Special Services
1120 West 18th Street
Lake Charles, Louisiana 70601

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PHILOSOPHY OF THE PRIMARY GIFTED PROGRAM
IN CALCASIEU PARISH

In a democratic society, it is the primary responsibility of the school to offer educational opportunities appropriate to each child's ability. Gifted and/or talented children are a unique population, differing markedly from their age peers in abilities, talents, interests, and potential for accomplishment. The purpose of gifted education is to provide a learning environment which will inspire, motivate, and challenge these children to achieve the highest possible degree of success, happiness, and usefulness in reaching their fullest potential. The success of this endeavor is dependent upon trained personnel, willing to accept these children as individuals with special needs and abilities.

The curriculum offering, oriented to the gifted and/or talented learner, must provide a program of experiences which differs from the regular school program. It should be considered a framework of learning alternatives serving as a resource for ideas, or as a point of departure for further study and activity. The student is expected to perform successfully meeting the expectations of learner goals for the curriculum areas. Evaluation by students and teachers is a continuous process. No grades are given.

The ultimate goal of the program will be to develop within each individual a desire for excellence, a sense of individual worth, and a responsibility to self and to society. Finally, the success of this program will be determined by the commitment and support of the parents, the students, and the personnel at all levels of the school community.

RATIONALE

The philosophy of Calcaiseu Parish School Board explains some of the reasons why the SPARK Program was implemented for gifted/talented students in Calcasieu Parish during the 1974-75 school year.

To say the school system has done nothing for these children in the past is false; many noble efforts have been directed toward meeting the needs of these special students - - some of them with excellent results. But only some of the needs of the gifted/talented were met.

A recent survey indicates that only four percent of the estimated two and one-half million gifted/talented youth in this nation have actually been receiving some type of differentiated instructional program. The research further points out that as many as eighteen percent of the high school dropouts are gifted/talented. This is a waste that needs to be corrected.

Another point of interest is that Louisiana has mandated legislation for providing programs for gifted students under Act 368.

SRA Primary Mental Abilities Test administered in the spring of 1974 indicated that on a system-wide basis almost three percent of the students scored an I.Q. of 130 or above, while another six percent made scores from 120-129.

There is an enormous individual and social cost when talent among the nation's children goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance.

All children can run, but some run faster than others. It is with these fast runners in mind that the SPARK Program was developed.

DEFINITION

The Calcasieu Parish School Board adheres to the definition of gifted and talented youth formulated by the United States Office of Education and adopted by the Louisiana State Board of Education:

> *Gifted and talented children and youth are those who are identified by professionals and other qualified individuals as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. The term "gifted and talented" shall include the following major categories, singly or in combination:*

Academically Gifted
Creatively Gifted
Kinesthetically Gifted
Psychosocially Gifted
Disadvantaged Potential

GOALS FOR THE PRIMARY GIFTED PROGRAM
IN CALCASIEU PARISH

The following objectives have been written specifically for the purposes of this program. They are to:

1. Recognize the need to provide special classes for gifted children in the primary grades.
2. Establish specific criteria for the identification of academically gifted primary children.
3. Establish centers equipped with differentiated materials to provide for primary children identified as academically gifted.
4. Create a learning environment that will allow for maximum development of the gifted child's thinking, learning, and creative abilities.
5. Provide preservice education and continuing inservice education for teachers of the gifted.
6. Participate in local, state, regional, and national conferences specifically related to gifted education.
7. Implement a perpetually changing curriculum designed to meet the immediate and long-range needs of gifted students.
8. Provide flexibility in curriculum, activities, and scheduling which will allow for optimum learning.
9. Provide differentiated learning experiences not ordinarily included in the regular classroom program.
10. Provide a wide variety of instructional alternatives to students with special abilities.
11. Provide unique experiences for gifted children through the use of community resource personnel and field trips.
12. Develop high level thinking skills, creative skills, and group processes through the use of specialized teaching techniques and procedures.
13. Articulate and coordinate the differentiated gifted program with the regular classroom instructional program.
14. Disseminate information regarding the program to the public through all news media.

15. Inform parents concerning the nature of the program and the continuing progress of the individual student.

16. Develop and utilize written instruments for periodic evaluation of the program by parents, students, and school personnel.

17. Teach the students the techniques and importance of evaluation of all classroom experiences.

18. Use all measures of evaluation to review and improve the program to meet the needs of the students.

19. Develop within each individual a desire for excellence, a sense of individual worth, and a responsibility to self and society.

IDENTIFYING CHARACTERISTICS
OF GIFTEDNESS

The Gifted Child Usually:

exhibits superior achievement in one or more academic areas and scores highly on standardized tests;

is capable of long-range concentration on topics of interest and has high interest and search for the truth;

resists routines and shows need or desire for solitude;

is creative-inventive-original and shows interest beyond the usual norm for his chronological age;

is independent, self-initiated, self-directed with high standards for himself;

is sensitive toward others' feelings and is considerate of others;

reads widely and has extensive vocabulary;

has variety of interests and talents; is interested in adult problems;

possesses superior reasoning ability and recognizes relationships;

learns rapidly, easily;

is capable of critical and evaluative thinking and possesses the ability to perform difficult mental tasks;

shows sense of responsibility, has the ability to take direction, and possesses leadership ability;

is friendly, outgoing, and enthusiastic; is well-liked by his peers and/or adults;

is curious about the world around him, asks questions, desires satisfactory answers, and is supplied with limitless energy and enthusiasm;

has no patience with absurdities and stupidities and yet possesses a mature sense of humor; may be stubborn in his beliefs;

is a high-risk taker; is adventurous and speculative; does not fear being different; exhibits non-conforming behavioral traits;

adapts readily to new situations;

is physcially well-coordinated; excels in athletic activities;

is the most scientifically-oriented;

is the brightest minority-group student in the class (in case there are more than five);

A GIFTED CHILD may exhibit none of the above characteristics but might have untapped potential suspected or intuited.

IDENTIFICATION AND PLACEMENT

The screening and nomination by kindergarten teachers is done in the spring of each year. The teachers attend an orientation meeting and are given necessary forms which they fill out and turn in. They are also given a list of identifying characteristics of giftedness, an informal reading/listening comprehension test to administer to their students, and a rating scale for kindergarten pupils (from Louisiana Policy Handbook on Gifted Education).

Other nominations are taken from first grade teachers and/or parents, principals, etc.

The SPARK teachers under the supervision of a clinical psychologist administer the Peabody Picture Vocabulary Test (individual) and the Primary Mental Abilities Test (small groups).

The placement team consisting of the Director of Special Services, Coordinator, SPARK teachers, and the clinical psychologist review the tests results, sum the tests scores, and chart for each center in rank order from highest to lowest. The highest are selected until the class load is realized. Other students are placed on a waiting list and drawn into the program in order of test ranking.

An orientation meeting is held for parents in each center after final selection. A written parental permission for placement, for field trips, and for photographing students is required.

SCHEDULE OF SPARK CLASSES

Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 10:45	8:15 - 10:45	8:15 - 10:45	8:15 - 10:45	
GROUP I	GROUP III	GROUP II	GROUP IV	1. TEACHER IN-SERVICE 2. CURRICULUM DEVELOPMENT 3. CONFERENCES Parents Teachers
12:45 - 2:45	12:15 - 2:45	12:15 - 2:45	12:15 - 2:45	
GROUP II	GROUP IV	GROUP I	GROUP III	

RATIONALE FOR CURRICULUM DEVELOPMENT

In order to develop a differentiated curriculum, specialized teaching strategies were utlized. The teaching/learning models developed by Benjamin Bloom, J. P. Guilford, and Frank Williams were studied and adapted for use in developing classroom experiences. As the teachers understood the basic tenets of the teaching/learning models, they were more able to interact comfortably and successfully with the gifted and talented students.

The following pages are copies and explanations of the materials of the three teaching/learning models.

BLOOM'S SEQUENTIAL CLASSIFICATION OF QUESTION CUES*

1. Knowledge (memory questions)

   Tell - list - describe - who - when - where - which - what - do you remember - state - does - define - identify - did you know that - relate -

2. Comprehension (translate)

   Change to different symbol or medium - tell in your own words - describe how you feel about - relate - interpret - compare and contrast - what is an analogy to - when can you extrapolate from that - discover and explain - what does it mean - what are the relationships -

3. Application (problem solving)

   Demonstrate - use it to solve - where does it lead you - how can you use it -

4. Analysis (reached, derived)

   How - reason - why what are causes - what are consequences - what are the steps of the process - how would you start - arrange - specify the conditions - which are necessary for - which one comes first, last - what are some specific examples of - list all the problems, solutions -

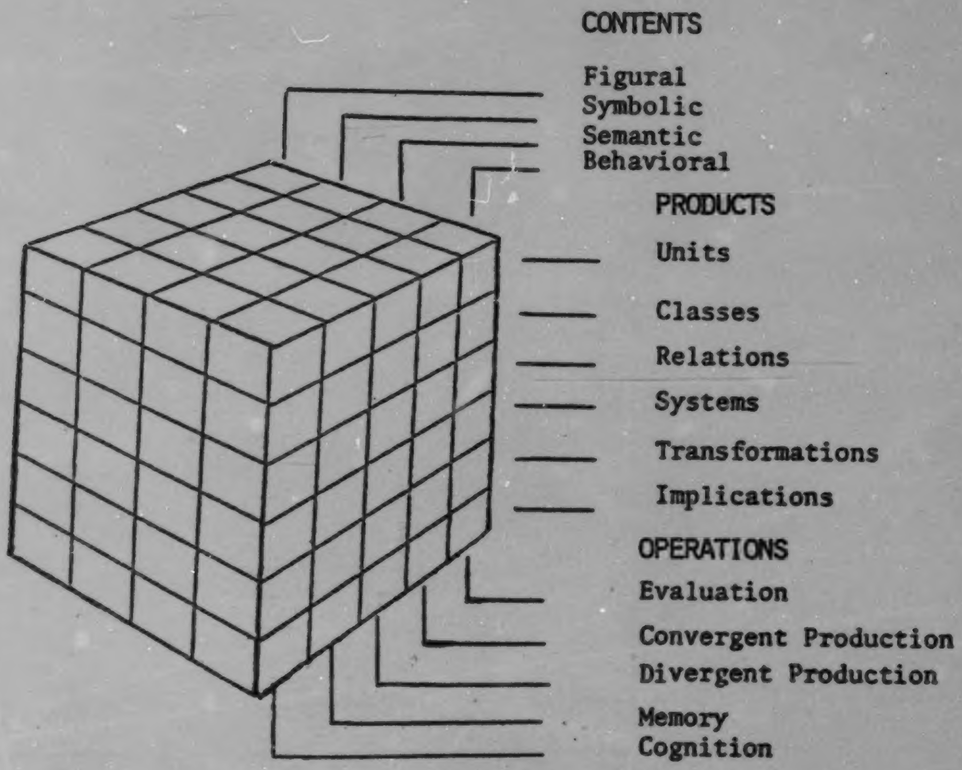
5. Synthesis (productive-divergent thinking, originality, and imagination)

   Create - devise - design - how many hypotheses can you suggest - think of all the different ways - how else - what would happen if - think of as many as you can - what it would be like if - how many ways are possible - compose - develop - in what ways can you improve - suppose - form a new - think of something no one else has thought of before -

6. Evaluation (judge to a standard, set criteria)

   Set standards for evaluating the following - which are good, bad, - which one(s) do you like - what do you think are the most likely - rate from good to poor - select and choose - is that good or bad - weigh according to - evaluate the results - judge the evidence - judge according to these standards - judge by how you feel - what is the problem - are these solutions adequate - will it work - decide which -

GUILFORD'S STRUCTURE-OF-INTELLECT MODEL*


CONTENTS
Figural
Symbolic
Semantic
Behavioral
PRODUCTS
Units
Classes
Relations
Systems
Transformations
Implications
OPERATIONS
Evaluation
Convergent Production
Divergent Production
Memory
Cognition

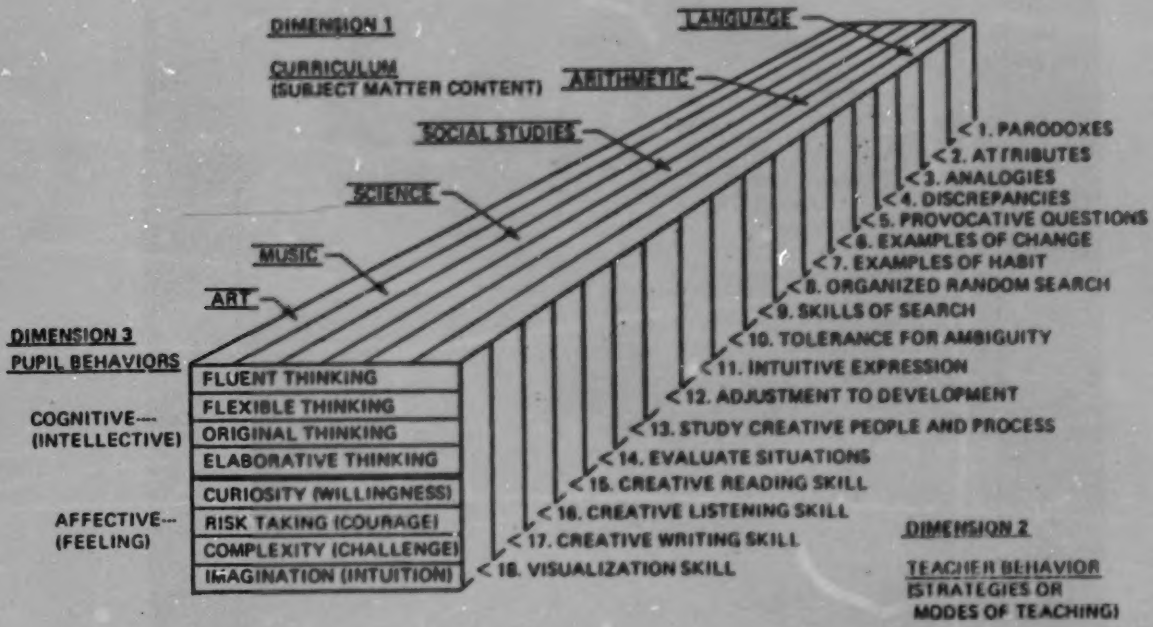
The above figure is the structure-of-intellect model, (SI Model) within which each little cube represents a unique combination of one kind of operation, one kind of content, and one kind of product, hence a distinctly different intellectual ability or function.

Value judgments will need to be made as to the extent the application of the SI Model is used in the classroom. Needs for divergent-production abilities, because of their demonstrated relation to creative production and problem solving, are being recognized. Where steps are being taken to cultivate these abilities, many benefits have been reported. In addition to the intrinsic rewards that students experience, there are general increases in self-esteem and self-confidence, and even some behavior problems are solved.

Adapted from an aritcle in THE GIFTED CHILD QUARTERLY, *Autumn*, 1972.

A Model for Implementing Cognitive-Affective Behaviors in the Classroom

D1⇄D2→D3


DIMENSION 1
CURRICULUM
(SUBJECT MATTER CONTENT)
LANGUAGE
ARITHMETIC
SOCIAL STUDIES
SCIENCE
MUSIC
ART
DIMENSION 3
PUPIL BEHAVIORS
COGNITIVE---
(INTELLECTIVE)
FLUENT THINKING
FLEXIBLE THINKING
ORIGINAL THINKING
ELABORATIVE THINKING
AFFECTIVE---
(FEELING)
CURIOSITY (WILLINGNESS)
RISK TAKING (COURAGE)
COMPLEXITY (CHALLENGE)
IMAGINATION (INTUITION)
< 1. PARODOXES
< 2. ATTRIBUTES
< 3. ANALOGIES
< 4. DISCREPANCIES
< 5. PROVOCATIVE QUESTIONS
< 6. EXAMPLES OF CHANGE
< 7. EXAMPLES OF HABIT
< 8. ORGANIZED RANDOM SEARCH
< 9. SKILLS OF SEARCH
< 10. TOLERANCE FOR AMBIGUITY
< 11. INTUITIVE EXPRESSION
< 12. ADJUSTMENT TO DEVELOPMENT
< 13. STUDY CREATIVE PEOPLE AND PROCESS
< 14. EVALUATE SITUATIONS
< 15. CREATIVE READING SKILL
< 16. CREATIVE LISTENING SKILL
< 17. CREATIVE WRITING SKILL
< 18. VISUALIZATION SKILL
DIMENSION 2
TEACHER BEHAVIOR
(STRATEGIES OR
MODES OF TEACHING)

Purpose: Presents the dimensions of content-teaching processes and student behavior to emphasize the strands of possibilities within each dimension. Provides a vehicle for intersecting a given subject area with any teaching strategy. Extends the breadth of cognitive learning (53).

IMPLICATIONS	APPLICATION
Realizing the scope of thinking processes	Extending or developing curriculum

DIMENSION 2

TEACHER BEHAVIORS (STRATEGIES)

NO. 1 - PARADOXES	Common notion not necessarily true in fact Self-contradictory statement or observation
NO. 2 - ATTRIBUTES	Inherent properties Conventional symbols or identities Ascribing qualities
NO. 3 - ANALOGIES	Situations of likeness Similarities between things Comparing one thing to another
NO. 4 - DISCREPANCIES	Gaps of Limitations in knowledge Missing Links in information What is not known
NO. 5 - PROVOCATIVE QUESTIONS	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
NO. 6 - EXAMPLES OF CHANGE	Demonstrate the dynamics of things Provide opportunities for making alternations, modifications, or substitutions
NO. 7 - EXAMPLES OF HABIT	Effects of habit-bound thinking Building sensitivity against regidity in ideas and well-tried ways
NO. 8 - ORGANIZED RANDOM SEARCH	Using a familiar structure to go at random to build another structure An example from which new approaches occur at random
NO. 9 - SKILLS OF SEARCH	Search for ways something has been done before (historical search) Search for the current status of something (descriptive search) Set up an experimental situation and search for what happens (experimental search)
NO. 10 - TOLERANCE OR AMBIGUITY	Provide situations which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
NO. 11 - INTUITIVE EXPRESSION	Feeling about things through all the senses Skill of expressing emotion Be sensitive to inward hunches or nudges
NO. 12 - ADJUSTMENT TO DEVELOPMENT	Learn from mistakes or failures Develop from rather than adjust to something Developing many options or possiblities
NO. 13 - STUDY CREATIVE PEOPLE AND PROCESS	Analyze traits of eminently creative people Study processes which lead to problem solving, invention, incubation, and insight
NO. 14 - EVALUATE SITUATIONS	Deciding upon possibilities by their consequences and implications Check or verify ideas and guesses against the facts

NO. 15 - CREATIVE READING SKILL	Develop a mind-set for using information that is read Learning the skill of generating ideas by reading
NO. 16 - CREATIVE LISTENING SKILL	Learning the skill of generating ideas by listening Listen for information allowing one thing to lead to another
NO. 17 - CREATIVE WRITING SKILL	Learning the skill of communicating ideas in writing Learning the skill of generating ideas through writing
NO. 18 - VISUALIZATION SKILL	Express ideas in visual forms Illustrating thoughts and feelings Describing experiences through illustrations

DIMENSION 3

PUPIL BEHAVIORS

Behavior	Meaning
COGNITIVE - INTELLECTIVE	
FLUENT THINKING To think of the most--	Generation of a quantity Flow of thought Number of relevant responses
FLEXIBLE THINKING To take different approaches --	Variety of kinds of ideas Ability to shift categories Detours in direction of thought
ORIGINAL THINKING To think in novel or unique ways --	Unusual responses Clever ideas Production away from the obvious
ELABORATIVE THINKING To add on to --	Embellishing upon an idea Embroider upon a simple idea or response to make it more elegant Stretch or expand upon things or ideas
AFFECTIVE - TEMPERAMENT	
RISK TAKING To have courage to --	Expose oneself to failure or criticisms Take a guess Function under conditions devoid of structure Defend own ideas
COMPLEXITY To be challenged to --	Seek many alternatives See gaps between how things are and how they could be Bring order out of chaos Delve into intricate problems or ideas
CURIOSITY To be willing to --	Be inquisitive and wonder Toy with an idea Be open to puzzling situations Ponder the mystery of things To follow a particular hunch just to see what will happen
IMAGINATION To have the power to --	Visualize and build mental images Dream about things that have never happened Feel intuitively Reach beyond sensual or real boundaries

**The above model, strategies, and behaviors were presented by Dr. Frank Williams in a Gifted Education Workshop at McNeese State University, February, 1976.*

INQUIRY PROCESSES*

I. Input-Level Processes Used in Developing Concepts

1. Observing: This process is basically visual and is usually used in reference to a study print, or to a situation or object that is present in the classroom. It is used when an answer to a question is reached by merely looking at something.

2. Recalling: Recalling takes place when an answer to a question is reached without analysis but with immediate recall from experiences the pupil has had. Responses of this kind are sometimes personal and subjective, and are not necessarily shared by all pupils in the class.

3. Comparing: This process is used when pupils are asked to find similarities or differences between objects, people, or situations. Several questions may be asked in a series to develop this process.

4. Classifying: This process involves grouping items on the basis of like characteristics. It is a sorting process that requires establishing guidelines or criteria.

5. Analyzing: This process is used in breaking down a concept into parts and explaining reasons for the relationship of the parts. Typically this process is used in questions asking "why". It goes beyond recalling in that the pupil is asked to find reasons that are not immediately evident and that require some analysis or logical thought.

6. Interpreting: This process is used in defining or describing on the basis of personal experiences and feelings. This is a subjective process that requires the pupil to search his own experiences. An interpretation is neither right or wrong, but is merely a statement of pupil's perceptions and introspections.

7. Inferring: This process requires the pupil to project his feelings or ideas into a situation that is outside his own immediate experience. It is often used when a pupil is asked to talk about people or ideas or study prints.

8. Generalizing: This process enables the pupil to expand understandings beyond the facts that have been presented or developed.

II. Output-Level Processes Used in Applying Concepts and Generalizations

1. Hypothesizing: This process is used in making a tentative judgment, assumption, or conclusion in which some allowance for testing is included. Testing does not have to be done in the formal sense of

a controlled experiment, but it may be incorporated through further questioning by the teacher or through obvious comparisons with a pupil's own experiences.

2. Predicting: In using this process, the pupil applies his experiences to a projected event or a probable outcome of an observed situation. He is not expected to prove his prediction, which may differ from someone else's prediction.

3. Evaluating: This process is used when a pupil is asked to give a value judgment or to respond to a situation in which his values are the basis for the response.

4. Synthesizing: This process is used in compiling and organizing related facts and material. It is the bringing together of information. This process appears only in the activities.

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*from materials developed by John U. Michaelis; used in Social Studies In-Service Workshop, Calcasieu Parish Schools, Lake Charles, Louisiana, November 12, 1974.

TEACHER QUESTIONING TECHNIQUES*

1. Pausing:	Teachers should pause after asking questions in order to allow students to organize their thoughts thereby encouraging more indepth pupil responses.
2. Handling incorrect responses:	Telling pupil his answer is wrong decreases student participation. Avoid this by giving him an opportunity to correct his answer through rephrasing the question.
3. Calling on non-volunteers:	Many time students who tend to volunteer in discussions monopolize and do not allow the shy child or non-volunteer an opportunity. Non-volunteers are often the pupils who most need your attention and the experience of responding.
4. Redirection:	Redirection is an effective way to increase pupil participation and reduce teacher talk. It is the responsibility of the teacher to frame questions that require more than one correct answer and then to redirect the question in a way that will involve all students in the discussion.
5. Questions requiring higher cognitive process:	Teachers typically use too many questions and too few higher order questions in class discussion. Higher cognitive questions increase the quantity of pupil participation and improve the quality of pupil answers.
6. Probing:	Probing involves a series of teacher questions addressed to one student and designed to move the student's initial response toward a more adequate answer. The three probing techniques include: a. Prompting - a series of hints used to help a pupil who has a weak or an incorrect answer. b. Seeking Further Clarification - used when the teacher wants to extend a partially acceptable answer. c. Refocusing - used to request the pupil to relate a completely acceptable answer to another topic.

*Material developed by Memphis CLUE program, 1974, used in a pre-service workshop, Lake Charles, Louisiana, August, 1975:

Adapted from Effective Questioning - Teachers Handbook, Far West Laboratory for Educational Research and Development, MacMillian Educational Services, Inc.

DEFINITION OF VALUE CLARIFICATION

Value clarification is a discussion which provides an opportunity for the child to examine and clarify values. These values may already be a part of his own or his family value system or may lead to the development of the child's own system.

DEFINITION OF BRAINSTORMING TECHNIQUE

Brainstorming is a procedure used to generate a large number of responses in order to increase the child's level of fluency.

Guidelines for Using Brainstorming

1. Present an object, word, or situation to the class.
2. Encourage every student to verbalize all thoughts related to what has been presented.
3. Accept all responses without negative judgment.
4. Work for quantity.

SPARK RULES FOR DISCUSSIONS*

1) Talk when traffic is clear. (no need to raise you hand)
2) Talk briefly. (other members need a chance)
3) Stick to the subject.
4) No side conversation. (you are part of the whole group)
5) Listen to others carefully. (you want them to listen to you)
6) Be sympathetic and understanding. (everyone has a right to his own opinion)
7) No cross examination allowed. (we are not here to argue)
8) Look for a solution. (try to make a decision as a group)

*Taken from Memphis CLUE Program, August, 1975.

LEARNING ENVIRONMENT
OF THE GIFTED/TALENTED CENTER

The classroom should be furnished and arranged in such a way as to promote the free exchange of ideas, encourage student participation, and be wholly responsive to the needs of the individual. It should complement individualized instruction, be spacious, less restrictive than the regular classroom, and more adaptable for changes.

Differentiated teaching techniques require use of specialized equipment systems; therefore, this should be a main consideration in planning a classroom for the gifted and talented.

The furniture should be compatible with individualized learning, variable grouping, and other innovative educational concepts. The design should include vertical and horizontal work areas, specialized storage component, space dividers, free standing and wall mounted storage cabinets and shelves, variously shaped tables, chairs and study desk, and carrels. Furniture should be lightweight and capable of being stacked, allowing learning areas to be quickly converted for more informal group activities.

Air conditioning and carpeted floors would insure quietness and maximum comfort.

FIELD TRIPS

Imperial Calcasieu Museum

Lake Charles City Bus - Tour of city

Dairy

Grocery store

McNeese State University - Music Department - Moog synthesizer

McNeese State University - Music Department - Harp, pipe organ

McNeese State University - Art Department - Art exhibits

School of Dance

Port of Lake Charles

Trinity Baptist Church - Pipe organ

Westlake High School - Art exhibit

Gulf National Bank

Acadiana - Americana Gallery

Sam Houston State Park

Huber Park

Louisiana State TAG Conference

RESOURCE PERSONS

Areas of Interest

PARENTS -
- Rock collector
- Cake decorator
- Chess
- Historical events
- Science
- Slide presentation - travel
- Reptiles and amphibians
- Surinam
- Woodcraft
- Manufacturer of fishing lures
- Artist
- Wild animals
- Optometrist
- Herpetologist
- Old English Lettering
- Mardi Gras
- Indonesia
- Pets and pet care
- Souvenirs from 13 foreign countries

STUDENTS -
- Saxophonist
- Cellist
- Violinist
- Pianist
- McNeese graduate student
- Medical student
- Authors of children's books
- Artist
- Book reviewer
- Stamp collector

COMMUNITY -
- Lake Charles Archeological Society
- McNeese State University Music Department
- Calcasieu Parish Health Unit
- Native German
- Retired school teacher
- CODIFIL consultant
- Baton and gymnastics instructor
- Retired telephone employee
- Taxidermist
- Biology teacher
- KPLC - TV
- Jewish religion
- Lapidarist
- Missionary - Guatemala
- Artist
- Calcasieu Parish Elementary Art Teacher
- Grandparents

STUDENT NOTEBOOKS AND FOLDER

PURPOSE:

Using notebooks and a folder as a place to keep student's work

To develop the concept of the importance of record keeping

To provide parents and other interested persons the opportunity to see a collection of a student's work

To introduce the concept of a diary

CONTENT:

1 small composition book

1 large composition book

1 manila folder

PROCEDURE:

Small composition book: Introduce the concept of a diary. Through group discussion develop the idea of a SPARK diary. Teacher gives directions for recording the first entry in his diary.

Example: SPARK started on (date). This is ME:

> The child draws himself. He may decorate the word SPARK. He may write any words or phrases to describe his feelings about himself and his SPARK class.

Subsequent use of the child's SPARK diary would be determined by the teacher and the student. The student may cover the front of his diary with his choice of art materials.

Large composition book: This notebook may be used to keep students work as follows:

1) written work from any curriculum area
2) individual research reports
3) a name tag collage that represents his likes, feelings, family values, etc.
4) holiday art activities
5) creative writing, individual and class
6) illustrations

The student may decorate the cover of this notebook.

Manila folder: This will serve as the student's art folder. It will contain examples of the following:

1) tempera painting
2) cray-pas drawings
3) water color paintings
4) oragami
5) collage
6) roller printing
7) quilling
8) chalk drawings
9) art designs
10) crayon illustrations
11) crayon resist

GRADE ONE - CURRICULUM

LANGUAGE ARTS CURRICULUM AREA

LEARNER GOALS FOR THE
LANGUAGE ARTS CURRICULUM AREA

1. To support the child in his growing appreciation of literature and language.
2. To guide the child into the inquiry of how language works, both oral and written.
3. To help the child develop an aesthetic awareness of language.
4. To provide activities which allow the child to utilize his basic language and reading skills.
5. To encourage the child to use his oral and written language skills creatively.
6. To continue to develop an awareness and knowledge of past and present contributions in the area of language.
7. To recognize the child with unusual talent and to encourage further specialized opportunities.

SOUNDS OF LANGUAGE READERS

by Bill Martin, Jr.

Holt, Rinehart, and Winston, Inc.
Levels 1-13

1. Sounds I Remember
2. Sounds of Home - with cassettes
3. Sounds of Numbers - with cassettes
4. Sounds of a Hound Dog
5. Sounds Around the Clock - with cassettes
6. Sounds in the Wind
7. Sounds of a Powwow - with cassettes
8. Sounds of Laughter - with cassettes
9. Sounds After Dark
10. Sounds of a Storyteller
11. Sounds of a Mystery
12. Sounds of a Young Hunter
13. Sounds of a Distant Drum

Rationale for using the Sounds of Language Readers in a Primary Gifted Program:

"The Sounds of Language program is designed to enhance a child's use of language as a speaker, a listener, a writer, and a reader, and to give teachers both the opportunities and the skills for bringing dimensions into the teaching of reading that conventional programs have precluded.

The pupil texts are a collection of stories, poems, songs, essays, pictures, and paintings that celebrate the human yen for beauty, excitement, drama, well-being and pleasure."

A quote from an annotation on the title page of the teacher's edition of Sounds I Remember.

SPECIAL PRACTICE BOOKS

Scott-Foresman and Company

(Levels 3, 4 and 5 - Sets A and B;
Level 2 - Set A)

Practice books are leaflets containing one story each, grouped by levels. The stories cover a wide range of topics.

The following are suggested ways of using the practice books:

1. Provide the practice books and allow the student to choose one which he can read.
    a. read the book alone or with a partner
    b. read the book to the teacher or tell her about the story after he reads it silently
    c. tape his oral reading of the book
2. Allow the child to do individual research related to the topics of his book.
3. Provide the beginning experience of writing a book report (in child's composition book).

MOTTOS

PURPOSE:

To further develop the child's positive self-image

To promote a feeling of respect for others

To aid in the development of an appreciation for a well-known phrase or poem as part of a literary heritage

To acquaint the child with famous authors, past and present

To aid in the development of the child's basic research skills

CONTENT:

Mottos used in the SPARK classroom are taken from: books, poems, stories, famous sayings, songs, and creative sentences by the child.

PROCEDURE:

The following poem is used to introduce and define the word motto to the class. It is printed on chart paper, laminated, and placed on a bulletin board. It remains on this board the entire school year. The teacher and students make reference to it as needed to reinforce its idea.

"Who can say more than this rich praise,
That You alone are YOU?"

William Shakespeare

Each week thereafter, SPARK has a new motto. The students discuss and learn the motto. It is put on sentence strip or poster paper and taped to the wall of the room or hall to remain all year. Mottos may be continued by the teacher or the student.

The following are examples of mottos that may be used in Grade One:

1) "It takes a lot of slow to grow."

2) "Have a happy day, WORLD!"

3) "I love you!"

4) "In God we trust."

5) "Love is something, if you give it away, you end up having more."

6) "Give me liberty or give me death." (Patrick Henry)

7) "Love makes the world go 'round."

8) "If you see someone without a smile, give him one of yours."

9) "Spread sunshine all over the place, just put on a happy face."

10) "ME
As Long as I live
I shall always be
Myself - and no other
Just me." (Walter de la Mare)

11) "Children are world treasures."

12) "A day without Music is like a day without Sunshine."

13) "Man, help thyself." (Beethoven)

14) "America: My country." (Audubon)

15) "Anger is like wet paint; it rubs off on everybody who touches it." (Sounds of a Powwow, page 220)

16) "Nature is a revelation of God;
Art is a revelation of man." (Henry Wadsworth Longfellow)

17) "A room without books is like a body without a smile." (Cierco)

18) "I am a part of all that I have met." (Alfred, Lord Tennyson)

19) "Let him that would move the world, first move himself." (Socrates)

20) "Make the most of yourself, for that is all there is of you." (Ralph Waldo Emerson)

21) "Keep your face to the sunshine and you cannot see the shadow." (Helen Keller)

22) "The best way to cheer yourself up is to try to cheer somebody else up." (Mark Twain)

23) "To know nothing is bad,
"To learn nothing is worse." (Serer)

24) "A Bitter Heart
Devours
Its
Owner" (Herero)

25) "It is better to know your own faults than those of your neighbor." (Serer)

EXTENDED ACTIVITIES:

1) Let the class decide creative ways to display a motto, designs, etc.

2) Choose a motto. Clap the rhythm of the phrase. Use classroom musical instruments to create a melody for the motto. Use classroom percussion instruments to accompany the motto's rhythmical pattern.

3) Research the author of a motto, as William Shakespeare and Patrick Henry.

4) Provide a reference book for the classroom that contains famous quotations.

5) Write a poem-motto on tagboard, as Number 10 above. Let each child draw himself on the tagboard.

EVALUATION:

Teacher observation of the ability of the child to relate to a motto, to contribute a motto, and to recall and make reference to a motto.

At the end of the year each child must copy a specific number of the mottos in his diary or large composition book.

MATERIALS:

Sounds of Language readers, Levels 1-13

reference books

sentence strips

tagboard

construction paper

marks-a-lot pens

TONGUE TWISTERS

PURPOSE:

To be used as a beginning activity in each class, providing an experience of group interaction

To develop a trust of other individuals within the group

To develop sound discrimination

SUGGESTED TIME: (no specific)

PROCEDURE: (group discussion)

Say this for the class: "Peter Piper picked a peck of pickled peppers . . .". Why could this be called a tongue twister? What sound do you hear over and over as we say that tongue twister? Will someone write on the board the letter that stands for that sound. Teacher writes the "Peter Piper" tongue twister on the board. Have children say familiar tongue twisters that they may have heard.

Activities: (originality)

1) Ask each child to create an original tongue twister and say it for the group. Children and teacher record each tongue twister on a separate paper and pin them all on display around a clown poster.
2) Children may draw pictures to illustrate their tongue twisters. Illustrations may be displayed near the poster.
3) Ask the children to make up another tongue twister after they leave today and share it the next time they come to SPARK.
4) The collection may be added to throughout the year.

EXTENDED ACTIVITY:

The following similar tongue-twister activity may be used with or separate from the above:

> The child is asked to make a tongue twister which has every word beginning with the same letter, as "Sally sells seashells". This kind of tongue twister should move from a few words to many words as the year progresses. The child may receive aid from any person at school and home. At the end of the year, the teacher may choose to have a small reward for the tongue twister that has the most words. (learning the skill of positive individual competition as a member of a group)

MATERIALS:

clown poster with long strip of grocery tape, slightly twisted, for a tongue

pencils

paper

mark-a-lots

crayons

THE WORD BIRD

PURPOSE:

To stimulate interest in vocabulary development

To build vocabulary during the year

To acquaint the children with poetry

SUGGESTED TIME:

(throughout the year)

CONTENT:

This activity was adapted from the illustration and poem "The Parrot", When Something Happy Happens, from the Teacher's Read Aloud Library, Scott Foresman Reading Systems.

The Parrot

The parrot is
   A talking bird.
He says real words
   That he has heard.

And he repeats
   His words, although
Just what they mean
   He doesn't know!

by Ilo Orleans

PROCEDURE:

On a large bulletin board, display a picture of a parrot and read the poem, "The Parrot". Have the poem printed on a poster and put it on the bulletin board with the illustration. The children can then read along with the teacher.

Discuss the poem, noting such things as rhyming words and the rhythm and beat the words make. Compare a parrot's speech with human speech. Work for the idea that as humans, we know what the words we say mean, while a parrot does not.

Present to the class a word that is probably unfamiliar to most members, but not too difficult in pronunciation and meaning. The word, "vocabulary", would make a good starting point.

Write the word on a strip of paper and pin it on the bulletin board with the illustration and the poem. Ask several children to write or give orally a sentence using the new word.

Ask the children to add to this bulletin board over the year with new words they have learned and added to their vocabulary. Emphasize that this will be a nice way to share new words with other members of the class.

When a new word is to be added during the year, have it written on a strip of paper and pinned on the bulletin board. Let the child tell its meaning and word for use in a sentence.

From time to time throughout the year, go back and review the words on the bulletin board. Again, ask for the meaning of the words as well as its use in a sentence.

EXTENDED ACTIVITIES:

This activity could lead to study of parrots as well as other birds that can speak or imitate sounds.

This may also be a good time to introduce or review the use of dictionaries and thesauruses.

SUGGESTED MATERIALS:

"The Parrot" by Ilo Orleans, page 117, When Something Happy Happens, Teacher's Read-Aloud Library, Level 4, Scott Foresman Reading Systems.

"The Parrot", The Zoo That Grew by Ilo Orleans

picture or poster of a parrot

dictionaries

thesaurus

poster paper

sentence strips

pencils

marks-a-lot

READING AND WRITING

PURPOSE:

To increase the child's ability to read orally and silently

To value traditional rhymes in literature

To recognize sequence and rhythmical patterns in a rhyme

To link writing to reading

To develop the basic concept of the words author and illustrator

SUGGESTED TIME: (30 minutes)

CONTENT:

Textbook: Sounds I Remember

PROCEDURE: (whole group)

1) Teacher introduces the text (name, cover, etc.)
2) Class reads silently, orally, individually and/or as a class each rhyme from pages 11-27.
3) Group discussion activity:

   Guide the class to change key words within a rhythmical pattern (elaboration, originality)
4) Written activity:

   Using pages 18-27 each child is asked to rewrite and/or illustrate 2 or more phrases of this rhyme, changing key words. Encourage use of words other than expressed in No. 3 above. (elaboration, originality)

EVALUATION:

1) Teacher observation; teacher check of written activity with no rejection of originality of phrasing
2) Written worksheet is dated and stapled in child's composition book (permanent record)

MATERIALS:

Sounds I Remember text, Sounds of Language series, Holt, Rinehart, and Winston

lined primary tablet

pencils

crayons

mark-a-lot

The following sources may be used in the above manner for further extension of learnings:

1) Use the Sounds I Remember cassette for individual listening and reading
2) Pages 42-45 in Sounds I Remember provide an opportunity for more advanced written work (change two key ideas in a phrase)
3) Sounds of Numbers text, pages 10-11
4) Sounds of a Hound Dog text, pages 36-41
5) Use of a tape recorder in any of the above activities instead of written expression

CURIOUS GEORGE

PURPOSE:

To further develop the skill of listening to learn about a word that has meaning outside of the context of a story

To develop beginning basic reference skills

To further develop expressional fluency as a member of a group

To gain knowledge of an author's development of a main character as a basis for a series of books

To verbalize and illustrate the word curious

SUGGESTED TIME: (30 minutes)

CONTENT:

Curious George, book and record

PROCEDURE: (whole class)

1) Class listens to recording while teacher shows the pages of the book
2) Group discussion activity:

   the story; the character "Curious George"; the word curious
3) Use several kinds of dictionaries to locate the word curious. Read aloud each example found. (beginning basic reference skill)
4) Question: Name some words or things you are "curious" about (brainstorming - fluency)
5) Activity:

   Illustrate and/or write something you named that you are curious about. Put a title - "I am curious" etc. (non-verbal and verbal application of creativity skills)

EVALUATION:

1) Child shares worksheet with class (group interaction)
2) Teacher observation of child's ability to perform assigned task using varied art materials (decision-making skills)
3) Worksheet is dated, placed in composition book (permanent record)

MATERIALS:

- book and record of Curious George
- Scholastic
- newsprint size paper
- crayons
- tempera
- brushes on Q-tips
- cray-pas
- marks-a-lot
- construction paper
- scissors
- glue

EXTENDED ACTIVITIES:

1) Any type of activity using dictionaries
2) Any series of book or stories developed around one main character (literary readiness, as mystery series)

A SPARK KINGDOM

PURPOSE:

To provide an opportunity for the child to further develop the skill of beginning sound discrimination

To develop verbal and non-verbal skills of creativity

To provide opportunities for the individual to interact and contribute as a member of a group

SUGGESTED TIME: (20 minutes)

CONTENT:

(adapted from a child's idea)

Story: A King announces a decree for his kingdom: "There will be no more M words." What would be missing from his kingdom? (fluency) Encourage use of other consonants and allow individual children to develop this idea into an original story. (name the king, kingdom etc.) elaboration, originality).

EXTENDED ACTIVITY:

As the child's phonetic skills develop, use this same framework to employ vowel sounds and blends.

The class may wish to illustrate a kingdom developed by the class or an individual. (group interaction, cooperation)

EVALUATION:

Teacher observation of the level of development of the child's basic phonetic skills, verbal and non-verbal.

Teacher observation of each child's ability to interact and contribute in a group situation.

MATERIALS:

paper

marks-a-lot

tape recorder

WHAT IS BIG?

PURPOSE:

To increase the child's ability to read silently and orally

To develop the creative skills of expressional fluency and originality

To develop the beginning concepts of comparisons of degree in size, color, shape, emotions

To further develop basic reference skills

To understand the concept of a continued story

To introduce the word suffix

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Sounds of Numbers

PROCEDURE: (whole class)

1) Class reads the two stories - What Is Big, Part I and What Is Big, Part II, individually (silent reading) and/or as a group (oral reading).

2) Group discussion (brainstorming):

   Brainstorm the word "big". (what is big, bigger, etc.) Guide the class to orally rewrite a story in sequence of degree (big, bigger, biggest). Brainstorm other words that compare size, color, shape, emotions (small, round, dark, scary). As a class, develop one of each category into a story with a pattern of degree (introduce suffixes - er, est). The teacher may record one story on a chart or use the tape recorder for the class to record the story. Illustration may be added to a story written as a class. Individually, each child may write and illustrate a story in the same manner. These may be shared with the class also. Encourage the child to use dictionaries for locating words, spelling, etc.

EXTENDED ACTIVITIES:

The following examples of books and materials may be used to extend and reinforce the learnings as stated in the above lesson:

1) Cassettes for the Sounds of Language readers
2) A beginning thesaurus: In Other Words, Scott Foresman
3) Sounds of Home, pages 30-36

4) Sounds of a Hound Dog, pages 80-81
5) Sounds Around the Clock, pages 26-33
6) Record-book companion: The Bigger Giant, Scholastic

EVALUATION:

Teacher and student observation of non-verbal and verbal responses during group discussions and extended activities

Child's worksheet is dated and placed in composition book (permanent record)

MATERIALS:

Sounds of Language readers and cassettes, Holt, Rinehart, and Winston
The Bigger Giant, record-book companion, Scholastic
In Other Words, Scott Foresman
dictionaries
lined primary tablet
lined tagboard
pencils
crayons
marks-a-lot

FABLES

PURPOSE:

To provide opportunities for listening to stories from the past

To learn the meaning of the word fable

To develop an understanding of how cultures used fables to teach values

To acquaint children with fables from different cultures and some contributors

SUGGESTED TIME: (six weeks)

CONTENT:

A fable is a fictitious story meant to teach a moral lesson. The characters are usually talking animals.

The moral of many fables is stated at the end of the story. In others, the reader is left to decide what the moral must be.

Some of the oldest fables are credited to Aesop, a Greek slave who lived about 600 B.C. Other fables originated in many other countries. The materials used in the SPARK classroom contain Greek, Chinese, African, Indian, French, and American fables. The French poet, Jean de la Fontaine, wrote a famous series of Fables in verse in the 1600's. Joel C. Harris' Uncle Remus stories, written in America from 1880 to 1905, are much like fables as are the Uncle Wiggly stories.

PROCEDURE:

1) Tell Aesop's "The Lion and the Mouse" to the children (from Childcraft, pages 82-83, Volume 2, 1966 edition). Using reference books in the classroom, research with the children the meaning of the word fable. Ask the children for example of fables.
2) Show to the class the sound filmstrip "Adventures of Little Skunk. Have a discussion of Little Skunk's trouble and whether or not his behavior was apt to change after his punishment. (value clarification)

EXTENDED ACTIVITIES:

1) Allow the children to dramatize a fable to provide an opportunity to understand the lesson of the fable.
2) Acquaint the children with fables from their own country. (American Indian stories, Uncle Remus, and Uncle Wiggle stories)

3) Invite a grandparent to tell a fable to the class.
4) Children may individually research fables and contributors of fables.
5) Ask each child to show a learning about fables through written or art expression to be placed in his diary, large composition book or art folder.
6) Children may write original fables.

EVALUATION:

Children will be able to define the word fable.

Children will demonstrate the ability to compare the fables from different countries.

Children will name at least one contributor of fables.

Through written or art expression, children will show a learning about fables.

MATERIALS:

Childcraft, Volume 2, 1966 edition

World Book Encyclopedia, Volumes A and F, 1966 edition

Compton's Precyclopedia, Volume 1, pages 8-11

Animal Fables, set of 6 filmstrips and cassettes (Coronet)

paperback books: Tiki Tiki Tembo, by Arlene Mosel (China)
The Peacock and the Crow, by Ann Kirn (China)
The Adventures of Spider, by Joyce Cooper Arkhurst (Africa - Ghana)
(Scholastic Book Services)

The Blind Man and the Elephant, retold by Lillian Quiqley (India)
(Educational Reading Services)

Sounds of Laughter - story: "The Tiger, the Brahman and the Jackal"
(India) (Holt, Rinehart, and Winston)

FOLKTALES

PURPOSE:

To use folktales to acquaint children with literature and broaden their knowledge about literature that is their "rightful cultural heritage"

Through the use of folktales, to develop positive attitudes toward reading

To define folktales

To give children the opportunity to deal with emotions in a safe way

SUGGESTED TIME: (use throughout the year)

CONTENT:

Teacher's guide to Fun with Folktales

PROCEDURE:

Discuss and define folktales. Make a list of the children's favorite folktales, and have each child tell why a certain folktale is his favorite. Then share an unfamiliar folktale such as "The Monkeys and the Water Monster" with the children.

EXTENDED ACTIVITIES:

Research a different folktale and share it in class.

Divide the class into groups and let each group illustrate in frames their favorite folktale.

Compare folktales and fables.

A Folktale Festival:

After children have had a chance to read and enjoy many folktales, invite them to play the game, "Which book does not belong?"

Choose four books - three folktales and one science book. Arrange them along the chalk tray and ask children to tell you which book does not belong with the others.

Repeat the quiz, choosing three different folktales and a biography.

A Mobile:

Each child makes a drawing of a favorite folk character.

Mount the drawings on tagboard, and have the artists cut around the figure.

Cut several lengths of string (make varying lengths) and give one string to each child. The child tapes one end of the string to the top of his figure.

Tie figures to a wire hanger and hang the mobile from a convenient place, low enough for the children to see.

Other art projects for the Folktale Festival:

Make a diorama depicting a scene from a folktale.

Paint a mural that tells a story.

Create a gallery of clay and/or paper figures of folktale characters.

Folkword puzzles.

Guess Who? (matching games)

Puppet presentations.

MATERIALS:

folktale books
shelf paper
crayons
paint
construction paper
glue
scissors
hangers
string
clay
puppet material (old sacks, paper bags and trimming materials)

WUZZLES

PURPOSE:

Using an art activity as a vehicle to development of non-verbal skills of creativity

Reproducing an outlined form of a letter of the alphabet

SUGGESTED TIME: (20 minutes)

CONTENT:

Textbook: Sounds of Numbers
Definition: a wuzzle can be any kind of word puzzle, written or drawn

PROCEDURE: (whole group)

1) Following the singing and reading of pages 34-39, brainstorm other words that lend themselves to similar elaboration, as: bus, car, flag, etc.
2) Child chooses one word from brainstorming activity. He draws the outlined form of the letters in the word. Inside each letter, pictures are drawn to illustrate the meaning of the chosen word, as: bus can show many kinds of buses; wheels may be put on the letters to show one large bus, etc.
3) Place all wuzzles on and around a poster that has a funny cartoon - like character named "Wuzzle" (adapted from Scholastic book entitled Wuzzles)

EVALUATION:

Teacher and student observation of all wuzzles (group interaction)

MATERIALS:

art and/or colored construction paper, 9" X 12"

pencils

crayons

marks-a-lot

cray-pas

WUZZLES

PURPOSE:

To use Wuzzles to find hidden words

SUGGESTED TIME: (no specific)

CONTENT:

Find words you know.

gomxu
tstopt
myouy
mother
baby
kmart

Find animal names.

yxcowrt
odogoox
catmotc
ttbeart
pigomva

Find the toys.

ttbatb
rballl
urcaro
cdollc
kgunk

Find words for people.

bboylady
dgirlme
bndaddy
oonrman
yaebaby

Words for things in this room.

eaurug
sxsbox
window
ghdesk
sinkni
vadoor
gwallt

Find number names.

thtenofseven
fourartisixrr
leninetwothi
threeefivezt
aeightreone

Find foods we eat.

gvriceoi
oapplehr
fomeatsg
dbreadkj
gravygvo
ycandyth
hchicken

PROCEDURE:

1) Teacher writes one of the Wuzzles on the board. Interested children will underline the word hidden in each line or row of letters.

2) Children might create other Wuzzles on the board or on paper for their classmates to decode.

MATERIALS:

chalk

paper

pencils

MORE WUZZLES

PURPOSES:

Using a wuzzle to provide an opportunity to use the dictionary and thesaurus

SUGGESTED TIME: (no specific)

PROCEDURE:

Write the following on the blackboard in manuscript:

Unscramble the letters below and you will find fourteen words - all similar in meaning to "smart and snappy". To get started the first letter is underlined.

1. matrs
2. trale
3. ckqui
4. phsra
5. hgribit
6. ittyw
7. ppyans
8. veclre
9. hsdwer
10. tnegilletni
11. edtnopi
12. neek
13. gnilkspar
14. veail

Answers: smart, alert, quick, sharp, bright, witty, snappy, clever, shrewd, intelligent, pointed, keen, sparkling, alive

The students may use dictionaries and the thesaurus to solve the wuzzles. They may write other lists of wuzzles that mean "hot", "cold", etc. (originality). An individual child may choose to copy the solutions to the example given and put it in his composition book (permanent record).

MATERIALS:

dictionaries, student and adult

A Beginning Thesaurus: In Other Words, Scott Foresman

lined primary tablet

pencils

SPARK ALPHABET

PURPOSE:

To begin to develop the basic skills necessary to use a dictionary

To improve the ability of the individual to work as a contributor in a group activity

To recognize a pattern in a word

SUGGESTED TIME: (no specific)

CONTENT:

adapted from an activity developed by Dr. Walter Barbe

PROCEDURE:

Brainstorming activity:

1) Show a chart that has the alphabet written in lower case manuscript with double letters as: aa
bb
cc etc.

2) Directions: Think of words that have this letter pattern, as bubble. You may write the remaining letters of that word. Place the chart in the room and continue this procedure until the SPARK alphabet is complete. Encourage the child to consult any type of student and adult dictionaries in the classroom or at home. (May never locate a qq word!)

MATERIALS:

long, narrow sheet of tagboard or butcher paper

marks-a-lot (several colors)

student and adult dictionaries

WRITING ACTIVITY - WHERE AND WHAT?

PURPOSE:

To provide a writing activity which will help to develop the child's ability to group things according to a common attribute

To develop ideational fluency

To experience group interaction

SUGGESTED TIME: (no specific)

PROCEDURE:

The teacher has written titles selected from the following list on individual strips of paper.

1. The refrigerator
2. The trunk of a car
3. A boy's pocket
4. Your closet
5. A lady's purse
6. A pond
7. A teacher's desk
8. A shopping cart
9. A dishwasher
10. A father's tool box
11. A camper packed for a trip to Toledo Bend
12. A clothes washer
13. A mailbox
14. A lady's make-up kit
15. The cabinet under the kitchen sink

1) The individual work should involve only three or four children in one SPARK session. The group will then work with this number of lists in that session.

2) The three or four children are each given a title strip. The child is to keep his title a secret and write down every item he can think of which could be found in the place his title names. The teacher gives spelling help if asked and encourages fluency.

3) When the lists are completed, the entire group gathers in a circle. As a child reads his list aloud, the group decides where all the items could be found together. The child tells the group when they have discovered his title. A child may challenge a doubtful item on the list and the writer has the responsibility to justify its inclusion.

4) The group may orally make additions to the list. The teacher writes down the additions.

5) Proceed to another list if the group interest indicates.

EVALUATION:

Children and teacher make observations of length of the list of an individual before and after the group members have made additions. Discuss the merits of fluent thinking.

MATERIALS:

prepared title strips

pencils

writing paper

CONTEST: FINISH THE CHART

PURPOSE:

To provide a contest situation

To increase vocabulary with compound words

SUGGESTED TIME: (no specific)

PROCEDURE:

The teacher has prepared for each class a large chart on which she has listed words. The children of each class will add words to each, making compounds.

The following list may be used on the chart:

snow
sea
out
book
mail
fire
bath
bed

cow
foot
rain
every
grand
rain
any
life

fish
night
milk
steam
air
milk
shoe
tooth

foot
dish
book
time
ball
mate
room
house

thing
man
boat
bird
fish
milk
berry
ship

EXTENDED ACTIVITY:

Prepare charts with words from the following list so that students may write antonyms for each;

sick
daughter
fat
happy
small
tell
in
near
young

girl
rich
yes
stop
wet
east
up
first
off

left
high
hot
won't
laugh
summer
push
won
fast

begin
black
sunny
easy
lady
throw
work
big
uncle

under
enter
bottom
front
prince
awake
good
sunrise
deep

everything
rough
smile
day
short
late
quiet
before
north
awake
young
girl
high
hot
easy
lady
rich
would not
throw
good
brother
male
narrow
alive
queen
old
dim
children

EVALUATION:

The teacher will observe the individual child's participation in a group endeavor.

Students will compare their group's completed chart with the charts completed by the other three groups.

They will locate words that other children included, thereby measuring their results with those of the other groups.

MATERIALS:

butcher paper
marks-a-lot

SPARK is . . .

PURPOSE:

To utilize dictionaries

To work cooperatively in a group of two or three children

To evaluate SPARK by considering words that tell about our work

SUGGESTED TIME:

(thirty minutes)

PROCEDURE:

Children will form groups of two or three. Give each group a tablet sheet on which is written one letter of SPARK. Each group will write down at least four words that begin with their letter and that tell something about our SPARK class.

They may use a dictionary, our word box, books, displays, etc. to locate words or find how to spell them.

EVALUATION:

Each group reads their list to the entire class. They must be able to explain why they included a word if someone challenges.

EXTENDED ACTIVITIES:

1) Have the children transfer their words to large posters for display in the room.
2) Have competition between the four classes: which class can list the most words relating to SPARK and beginning with the specified letters?

EVALUATION:

Evaluation is done by the large group as they hear each word read by a member of a small group.

MATERIALS:

Thorndike Junior Dictionaries

various other dictionaries

tablet paper

pencils

large sheets of butcher paper

marks-a-lots

KID'S STUFF: READING AND SPELLING FOR THE YOUNG CHILD

by Collier, Forte, and MacKenzie

The following pages of Kid's Stuff are appropriate for use in a classroom for gifted first graders.

Pages	Adaption
1	group dynamics; brainstorming
4	
23,24	children make up rhymes
35	group dynamics
38,39	Numbers 4, 5, 7
41	
42	1, 2, 3, for all; 4 by choice
47-57	
59	
65	use variation; variation with reverse directions also
66-67	
73	Number 2 children write title; group dynamics
74	
85	
86	Correlate with map kit and Harper Row Reading series
88	Make more than one set; group activity; use Timer
137	Group dynamics - make cards, put in a manila envelope
152-156	
157	
175	Individual activity cards
177	
178	Small groups; group makes up a title, use Timer
179	More proverbs and sayings in back of Orff-Kodaly guidebooks

Pages	Adaption
185	Oral activity
193-194	Teacher provides landscape and several items; use butcher paper; color-code by classes for labeling; Harper Row dictionaries; child draws item and labels it. Continue until paper is filled
200	Brainteaser: change letters to correlate with Reading series; use addition and subtraction facts in place of letters.
204-205	
208-209	
215	Use picture as an "idea starter"
217-218	Only one class group per week on this project
232-233	Fold paper in ¼'s; draw a web
234-235	Feelings; emotions; do not color code cards on No. 4
236-237	Beginning research - find a poem; teacher provides only center word and one example - Wind; poem - "Who Has Seen the Wind?"
241-242	Teacher limits words to 3-4 as: gray, hat, mouse, found; child makes rhyme; illustrates
243	Oral exercise
245	Put words on board; stress correct punctuation; sentence begins with capital, etc; extend past given phrases, words
249	Oral or written
	Supply 3 objects; small group activity; share with whole class; class decides what objects were in bag from sharing, etc.
	Example: get-well card, picture of a child, etc.
	Example: balloons, invitation to a party, small plastic boy or girl
255-256	
257	Use with mature students or near close of school year
Appendix	Ideas

INFORMATION FOR THE DEVELOPMENT OF OTHER LANGUAGE ART TOPICS AND ACTIVITIES

1) Topic: Happy Birthday Noodles

Content: Book: Sounds of Home, pages 56-57, "Happy Birthday, Henry"

Cassette: "Reading with Noodles" from the Sounds of Home set

Noodles claims that it is his birthday, too, and he would like to have gifts and cards.

Activities:
1) Children may design birthday cards for Noodles.
2) Children may plan to celebrate Noodles' birthday with a party, bringing refreshments and making decorations, place cards, etc.
3) From Sounds Around the Clock, use the story "The End", pages 12-23. The phrase: "So I think I'll be six now, forever and ever" can be used for a value clarification discussion.
4) The same story "The End" may be used to introduce the idea of a lifeline. The children could decide what Noodles' age is and as a group create a lifeline of possible events in his life.
5) Brainstorm the idea of appropriate gifts for Noodles.

2) Topic: Contraction Action

Content: Sounds of Language Readers

Activity: Introduce contractions to the children. Explain that a contraction is a shortened form of a word. Example, can't for cannot. Let them use their books to find and identify other contractions. Give each child a small piece of poster board to draw a picture of something in action. (bird flying) Draw the shape, cut it out, and write a contraction on it. Put them together to make a mobile for the room titled "Contraction Action".

3) Topic: Vocabulary Enrichment

Content: Tricks of the Trade for Teachers of Language Arts

Activity: Have the children play a game that requires naming objects chosen in alphabetical order. Begin by saying, "I am going to take an acorn." The next person uses a word that begins with the next letter of the alphabet. Continue until words using each letter of the alphabet are used.

4) Topic: Going to the Party

Content: Tricks of the Trade for Teachers of Language Arts

Activity: On the board draw a house on a hill. Draw a lake in front of the house. Put pebbles in the lake. Have the pupils cross the lake en route to the house for a party. Writing a sentence for each pebble is a prerequisite for crossing it.

5) Topic: Compound Town

Content: Teacher made

Activity: Sketch a town with many streets on a sheet of butcher paper. Let the children find in old newspapers and magazines compound words to name the streets. Paste these compound words on the streets. This is a continuous project.

6) Topic: Chronological Sequence

Content: "Growing Up, Growing Older," Sounds of Laughter, story pages 130-151

Activity: Using this story and art for clues, the children will find lifetime words to describe Johnny as he grows to his happy grandfather days. (Examples of lifetime words: elementary, junior high school, young man, college, wedding day)

7) Topic: Using Want-ads to Find Nouns

Content: A noun names a person, place, or thing

Activity: On colored papers, prepare a sentence for each child, leaving a blank where nouns would fit. Example: Dad will buy some new ____________. Each child takes one page of a newspaper which has large ads on it. He is to select words that would fit in his sentence, cut them out and paste them all on his colored sheet around the sentence. The child who finds the largest number of appropriate nouns is the winner.

8) Topic: Writing Humorous Captions for Pictures

Activity: Show an interesting picture of an animal to the children. Ask what funny thing the animal might be saying. After several ideas are given, write them on the board. Then ask for words that mean the same as funny. Include humorous, comical, laughable, and amusing. Introduce the word caption. Each child then chooses an animal picture (one good source is Scholastic) and writes on a paper strip a humorous saying for the animal. Share all the pictures and captions with the group, then display them in the room under the heading, Humorous Captions. Add the new words to the class word box.

MATERIALS USED IN THE DEVELOPMENT OF
THE LANGUAGE ARTS CURRICULUM AREA

Sounds of Language readers
Levels 1-8, teacher's edition and student texts
With cassettes
Holt, Rinehart, and Winston

Special Practice Books
Level 2 (Set A)
Levels 3, 4, and 5 (Sets A and B)
Scott-Foresman Company

Satellite Paperbacks
Grade One package
Levels 1-8 (20 books with teacher's guide)
Holt, Rinehart, and Winston

Early Childhood Book Collection
Scholastic Book Services

Four Season's Library K-3
Scholastic Book Services

Folktale Collection for Beginning Readers
Scholastic Book Services

Set of Monster Books
Twelve paperbacks, 1975 edition
Bowmar

Kid's Stuff: Reading and Spelling for the Young Child
by Collier, Forte, and MacKenzie

A Beginning Thesaurus: In Other Words
Scott-Foresman Company

Words I Like to Read and Write
Words to Read, Write, and Spell
Harper and Row

You and Reading
How to Read Stories and Poems
from Skyscrapers to Squirrel Series
Harper and Row

Dictionary for Children
MacMillan Company

Webster's New World Dictionary
World Book Company

My First Picture Dictionary
Scott - Foresman Company

Charlie Brown Dictionary
Random House

The Best in Children's Paperbacks K-3
Gateways to Reading, 1975
Educational Reading Services

Magic Circle Books
Levels 1-4
Ginn and Company

Precyclopedia
Volumes 1-15
Compton

Additional children's selected library and reference books

RECORD-BOOK COMPANION SERIES:

City Mouse, Country Mouse and Two Aesop Fables
Congo Boy
Curious George Rides a Bike
The Frog Prince
Indian Two Feet and His Horse/The Witch Next Door
Tikki, Tikki Tembo
Rich Cat, Poor Cat
Selection from the Arrow Book of Poetry
The Bigger Giant

Scholastic Book Services

CASSETTE-BOOK COMPANION SERIES:

Charlie the Tramp
Indian Two Feet and His Horse/The Witch Next Door
Crictor/The Breman Town Musicians

Scholastic Book Services

Aladdin - Superscope

PERIODICALS:

Highlights for Children
National Geographic WORLD
Cricket
Ranger Rick

RECORDS AND GUIDE BOOKS:

Anything Can Happen
Imagination and Me

Good Apple Company

FILMSTRIPS AND CASSETTES:

Animal Fables
Six cassettes, six filmstrips
Coronet

Flannel board

Mind Expanders Box
Educational Insights, Inc.

Tape recorder and blank cassetes

Record player

Dukane Cassete AV Matric

Headphones

Typewriter

SOCIAL SCIENCE CURRICULUM AREA

LEARNER GOALS FOR THE SOCIAL SCIENCE CURRICULUM AREA

Definition: For the purpose of this curriculum guide the social science area will be defined as the body of knowledge known as the social sciences. That body of knowledge is classified and contained in these disciplines: sociology, economics, political science, history, geography, anthropology, and certain aspects of philosophy and psychology.

1. To expose the child to the body of knowledge and skills contained in the social sciences which will aid him in making informed decisions in an ever-changing world.
2. To provide experiences and opportunities for the child to increase his interest, enthusiasm and curiosity that contribute to his capacity to learn and continue to learn.
3. To foster the awareness that the family is the basic unit in all human societies, although its organization and size may vary from culture to culture.
4. To develop an awareness and appreciation of how different cultures played a role in developing America - past and present.
5. To encourage a feeling of world awareness.
6. To begin to develop the concept of the importance of man's resources, human and natural, and their relation to the world's economy.
7. To encourage the child to develop feelings of pride in, responsibility for, and loyalty to one's self, others, and one's country.
8. To begin to develop the value of work as the basis for bringing meaning to human existence.
9. To stimulate the formation of the child's own value system universally and culturally relative.
10. To emphasize the art or technique of inquiry as a tool for the child to use in decision making.
11. To make the child aware of the value of research and provide opportunities for the development of basic research skills.

12. To develop an understanding of certain principles about rules and laws, their function in society, and the obligations they impose on members of that society.

13. To provide an atmosphere conducive to the development of an appreciation to the beauty in life.

14. To foster a feeling of tolerance of the abilities and limitations within oneself and others.

15. Through community resources expose the child to ways that man may creatively use his leisure time.

16. To recognize the child with unusual talent and to encourage further specialized opportunities.

CURRENT EVENTS CENTER

PURPOSE:

To acquaint the child with reading material received daily, weekly, and monthly in homes and at school

To aid the child in understanding the importance of written communication

To develop the skill of reading and evaluating written media

CONTENT:

1) Newspapers

2) Current magazines received in the classroom and school

PROCEDURE:

Have a table on which all newspapers and magazines are kept to serve as the current events center. Provide time during each session for the child to utilize this center. The child may contribute materials to this center.

Value clarification activity:

1) Lead the class in a disucssion of the front page of a daily newspaper. Examine and analyze the following:
   a) name of the newspaper
   b) date of the newspaper
   c) the print used on the front page of a newspaper
   d) the content of the articles placed on the front page of a newspaper
   e) the size of the articles on the front page of a newspaper
   f) pictures placed on the front page of a newspaper

2) Using the categories "happy" and "sad", have the class decide orally which category is represented by each article of the front page. Have a child put the words "happy" and "sad" on the board. Using tally marks, record the group's decision concerning each article.

3) Lead a discussion of the quantity represented under each category. Questions: Which category has the most marks? Why? Would this be the same quantity tomorrow? Why or why not? Who decides what is used for the front page of a newspaper? For what reasons? If you were the one that decided, what would you choose? Why? Continue with this type of

questioning procedure as long as needed to satisfy the student's interest and the purpose of this activity.

EXTENDED ACTIVITY:

1) Field trip to a local newspaper facility.
2) Invite a parent employed by a local newspaper to visit the class.

MATERIALS:

daily edition of a local newspaper and newspapers from other communities

a local university newspaper

a school newspaper

a weekly newspaper

Highlights for Children magazine

National Geographic WORLD magazine

Jack and Jill magazine

Time magazine

Children's Weekly Mini-page of the local newspaper

National Geographic

Louisiana Conservationist magazine

NAME YOUR CLASS

PURPOSE:

For each SPARK class to have identity by using an original name

To provide creative use of making a name-word from letters

To further develop the feeling of the group as a single working unit

To better understand the process of voting

To accept a group decision

SUGGESTED TIME: (no specific)

CONTENT:

Each SPARK class is composed of students from several schools. Put the beginning letter of each school represented on the board, for example:

Prien Lake, Oak Park, Cooley, Watkins, St. Margaret's, Immaculate Conception School would have these letters:

PLOPCWICSSM

If there are not enough vowels in the letters, add the second letter also, as for Watkins - Wa, etc.

PROCEDURE:

Teacher explains the content. Each child copies the letters on a sheet of paper. Two rules are given: 1) use any of the letters, and 2) submit one name-word to be used in voting for a class name. The child takes this sheet home and may have a week or more to submit his word.

Activity: (political science)

When every child has submitted a word, put the list on the board. Have a secret ballot vote by giving out pencils and strips of paper. The child selects one word as his vote. This paper is put in a ballot box. The votes are counted using a caller, a recorder to put tally marks by a word, and a checker of the called words. The word receiving the most votes becomes the name of the class. This name may be used on boxes that hold permanent records, art folders, etc. As another means of identification, a color may also be voted on to be used to write the word.

Example of previously mentioned names of schools - the word COMICS was chosen.

MATERIALS

paper

primary tablet and strips

pencils

FAMILIES*

PURPOSE:

To develop the concept that the family is the basic unit in all human societies, although its organization and size vary from culture to culture

To understand that families change: their sizes increase and decrease

To learn that children need guidance and that parents usually provide it

To understand that we live on Earth, that Earth is shaped like a ball, and the globe is the model of the Earth

To learn that we live on the landmass of North America, the landmass is divided into three major countries, and our country is the United States of America

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Our Country

PROCEDURE: (whole class)

1) Use the teacher's guide as a basis of study of pages 1-7. Through group discussion of these pages begin to develop the concepts and learnings stated in the above purposes. Use selected activities from the guide to reinforce verbal learnings.

2) Other examples of books, materials, and topics to be used with or following the textbook are:

   a) Filmstrip: Neighborhoods
      (economics, sociology)
   b) Sounds In the Wind, pages 14-21
      (children of other countries; poverty; basic globe skills; emotions expressed by photographs; beginning research of a topic)
   c) Sounds of Laughter, pages 130-151
      (sociology, anthropology)
   d) Sounds in the Wind, pages 76-85
      (inner-city apartment dwelling) pages 22-35 (Mother)
   e) Sounds of Home, page 37
      (sister), pages 46-55, (Father - value clarification activity: brainstorm question, "What would your Daddy bring home?" Why that particular object?)
   f) Examples for value clarification activities:

1. Sounds in the Wind, pages 166-191 (ethnic group; value of work)
2. Sounds of Laughter, pages 178-195 (wisdom, emotions) - Brainstorm the words "dark mountains" as emotional times in life. Use the grandfather's quote on page 189 as a motto for the class. Have each child record the quote in his diary.
3. Sounds of a Powwow, pages 210-221 (anger; color of anger, etc.)

g) Sounds Around the Clock, pages 70-87 (family members), pages 36-45 (nicknames), pages 112-121 (neighbors)
h) Sounds Around the Clock (family dependence)
i) Sounds of a Hound Dog, pages 158-159 (brother)
j) Sounds of a Powwow, pages 170-177 (choices)
k) Country of Ghana (globe) book: Spider, folktale of Ghana
l) Use family members of SPARK students as resource personnel (retired members, musicians, genealogy, historical information, travel, antiques, artists)
m) Book: Obadiah, the Bold (Quaker religion, chronometer)
n) Book: T. A. for Tots (transactional analysis - whole class discussion, illustration of prinz, frozze etc.)

EVALUATION:

Teacher observation of the individual child's verbal and non-verbal behaviors following initiated activities

MATERIALS:

Sounds of Language readers, levels 1-8, Holt, Rinehart, and Winston

Book: T.A. for Tots by Alvyn M. Freed, Jalmar Press

Book: Obadiah, the Bold, Gateways to Reading paperbacks, E.T.S.

Nystrom readiness globe

Families, Field Publications, Inc.

Books: Adventures of Spider, More Adventures of Spiders, Scholastic

Textbook: Our Country, Allyn and Bacon

Children's Library books

paper

pencils

varied art materials

COMMUNITIES

PURPOSE:

To develop the concept that a community consists of individuals, groups, and institutions in constant interaction

To learn that the division of labor is the most efficient way of producing goods and services

To begin to develop the concept that by the system of taxation, public services can be provided for all citizens

To use map and globe skills

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Our Country

PROCEDURE:

1) Use the teacher's guide as a basis of study of pages 14-33. Through group discussions, begin to develop the concepts and learnings stated in the above purposes. Select activities from the guide which will meet the needs of this particular group of children.

2) Other examples of books, materials, activities, and topics related to the textbook are:

    a) Field trip: Tour of our city on a city bus. (sociology, economics, political science) Locate types of businesses: those selling goods and those selling private services. Locate public service institutions (educational, health, recreational, protection, etc.). For example, the bus route will go by some of the city's oldest parochial and private schools, the university, a trade school, City Hall, Parish courthouse, city jail, hospital, and the City park. Point out vacant buildings in the downtown area. (economics)

    From observations made on the tour, class discussion will evolve which clarify learnings and suggest additional topics for study.

    Trace the bus route on a city map.

    b) Sound filmstrip: New Orleans, A Marketing Community

    The filmstrip shows important landmarks of the city. It then traces a product (bananas) from its arrival at the port to the local supermarket.

Locate New Orleans on the Denoyer-Geppart Floor Map and on the globe. Children may want to trace the bananas from their source to their arrival in New Orleans.

c) If other major cities are studied, locate them in relation to our locale.

d) Sounds In the Wind, pages 14-23, (children of other countries; poverty) pages 76-83 (apartment dwellers).

e) Sounds Around the Clock, pages 112-121 (neighbors) pages 160-171 (city workers).

f) Sounds of Numbers, pages 105-127, (illustrations of downtown business; buying goods) pages 132-135 (inner city).

g) Compton's Precyclopedia, Volumes 1-15.

h) Monster Book Series (monster comes to the city, selects a house, goes to school, the museum and a zoo, and rides a bus).

i) Use resource personnel from the community (historical, industrial, public service, fine arts, others).

j) Additional field trips: dairy, supermarket, and Port of Lake Charles.

EVALUATION:

Teacher observation of verbal and non-verbal behaviors following the activities.

MATERIALS:

Textbook: Our Country (Allyn and Bacon)
Sounds of Language Readers, Levels 1-8 (Holt, Rinehart, and Winston)
Books in "Monster" series (Bowmar)
Satellite Paperback books (Holt, Rinehart, and Winston)
Special Practice Books (Scott-Foresman)
Compton's Precyclopedia, Volumes 1-15
children's library books
maps of our city and the city of New Orleans
sound filmstrip: New Orleans, A Marketing Community (SVE)
Denoyer-Geppart Floor Map
globe

THE CAPITAL OF OUR COUNTRY -

WASHINGTON, D. C.

PURPOSES:

To review and strengthen geographic concepts and map and globe skills

To learn to locate Washington, D. C.

To become interested in taking a trip to Washington, D. C.

To understand that the services of many people are needed for a successful trip; money is needed to pay for transportation, food, and shelter

To recognize an air view of Washington, D. C.

To understand that our national government has three parts

To understand what laws are

To learn that men and women from all parts of the United States come to Washington

To help make laws; that these men and women belong to a group called Congress

To learn that the Surpreme Court is an important part of the country's government

To learn that laws must be fair and fairly enforced

To learn that people of different races live in Washington, D. C.

To learn some biographical details about an historic American figure: Harriet Tubman

To begin to understand the meaning of slavery

To learn about the people of Washington - how they work, how they live, and how they have fun

To recognize famous buildings in Washington, D. C.

To learn that the Washington Monument is a memorial to the first president of the United States

To understand that Mount Vernon has been preserved as a national shrine

To learn the Jefferson Memorial honors a great president

To learn some biographical details about an historic figure: Abraham Lincoln

To understand that museums save and display

To understand and appreciate some of the contributions of the Smithsonian Institution

To understand that music is one of the arts

To understand and appreciate the function of the National Gallery of Art (and graphic and plastic arts in general)

To review places visited at the capital

To learn some biographical details about an historic American figure: Clara Barton

SUGGESTED TIME: (five weeks)

CONTENT: The teacher's guide, pages 179-232

Coronet Study Prints, "Our Wonderful Country", Set 5
Historical Landmarks
101 Wonders of America
Star-Spangled Banner
Compton's *Precyclopedia*

PROCEDURE:

Follow the teacher's guide beginning on page 180.

MATERIALS:

globe
map of North America
bean bag
penny
chart paper
U. S. Floor Map
pictures of various types of transportation
construction paper
newspaper
magazines
chalkboard
pictures of presidents
pencils and writing paper
recording "Hail to the Chief"
Our Country text book
boxes
picture of Harriet Tubman

modeling clay

picture of Clara Barton

Sounds Readers:

- Sounds of Numbers - pages 34-39
- Sounds Around the Clock - pages 64-65 and 88-89
- Sounds of Laughter - pages 38-39
- Sounds of Home - pages 58-61

Coronet Study Prints "Our Wonderful Country"

101 Wonders of America

Star-Spangled Banner

Compton's Precyclopedia

EXTENDED ACTIVITY:

Field trip to the Imperial Calcasieu Museum

*The preceding three units, "Families", "Communities", and "The Capital of Our Country, Washington, D.C." were developed from selected areas of the teacher's guide for the text, Our Country, Allyn and Bacon, Inc.

HARRIET TUBMAN

PURPOSE:

To acquaint the child with the story of the life of the American woman, Harriet Tubman

To provide the child with an understanding of the people represented in a minority group

To provide opportunities for the child to examine and clarify his values toward any minority group

To gain knowledge of the historical background of slavery and the Civil War

To promote a feeling of sensitivity to a people and a cause

To use the skill of using a globe and map in a study of Harriet Tubman

SUGGESTED TIME: (two 30 minute sessions)

CONTENT:

Read the story of Harriet Tubman using the book Runaway Slave and Compton's Precyclopedia, Volume 15.

PROCEDURE:

Group discussions following the reading of Runaway Slave and "The Underground Railroad". In these discussions provide ample time and situation for the class to gain understandings of the following words and phrases: slavery, minority group, plantation life, civil war, civil rights laws, etc. Use the globe and a United States map to locate the paths of the black people from Africa and the route of the underground railroad.

EXTENDED ACTIVITIES:

1) Individual and class research of other black people that have contributed to civil rights laws.
2) Compare the feelings of the people in Harriet Tubman's life to the story, "Oh, Lord I Wish I Was A Buzzard" from Sounds In the Wind, page 166.
3) Read other biographies of famous black people to the class.
   Examples: the book, Frederick Douglass Fights For Freedom.
   Compton's Precyclopedia, Volume 2, Benjamin Banneker, "The Man Who Remembered".
4) Use study prints of other famous black people to present facts about their contributions to America.

5) As a means of evaluation ask each child to write a story about the life of Harriet Tubman and her contribution to her people. This story may be written and illustrated in the child's large composition book.

6) Invite a community leader of a minority group to visit the classroom as a resource person.

MATERIALS:

Book: Runaway Slave by Ann McGovern, Educational Reading Services

Compton's Precyclopedia, the story "The Underground Railroad", Volume 15, pages 142-149

Readiness globe

map of the United States

Sounds In the Wind text, page 166

Frederick Douglass Fights For Freedom

Compton's Precyclopedia, Volume 2, pages 50-51

GEORGE WASHINGTON CARVER

PURPOSE:

To acquaint children with a pioneer in science - "The Peanut Wizard"

SUGGESTED TIME: (two weeks)

CONTENT:

Compton's Precyclopedia, Volume 12, pages 36-39

PROCEDURE:

The class will first research the meaning of the word wizard.

Then read and discuss the life and contributions of George Washington Carver.

EXTENDED ACTIVITIES:

Brainstorm - Products made from peanuts.

Research: The Crunchy Treat

Plant and observe the growth of the peanut plant.

Make a booklet about "The Peanut Wizard".

MATERIALS:

Compton"s Precyclopedia, Volume 12

peanuts

construction paper

scissors

glue

HANUKKAH

PURPOSE:

To help the children to gain knowledge about Hanukkah, an important religious celebration which is unfamiliar to this group of children

To develop an appreciation of the faith and values of the Jewish people as symbolized in this celebration

To provide opportunities for research to be done by those children interested in gaining further information

SUGGESTED TIME: (no specific)

CONTENT:

The sound filmstrip with cassette "The Story of Christmas and Hanukkah" (Hanukkah portion only)

PROCEDURE:

Show the appropriate portion of the sound filmstrip, "The Story of Christmas and Hanukkah". Questions for group discussion:

> What were some objects used by the Jewish family which were unfamiliar to you? Were there some objects which the family probably kept for use year after year? Which ones? Why would they use these objects year after year? What would the family need to buy each year to be used as they celebrate Hanukkah? If you were a member of this Jewish family, what parts of the celebration would be lots of fun for you? What parts would help you to learn from your parents?

Activity:

1) Children may choose to prepare research reports at school or at home to share with the class. For example: other symbols used in the Jewish religion. Books and personal interviews may be utilized as sources.
2) The class may take a field trip to a Jewish Synogogue where a Rabbi can discuss the Jewish religion and the symbols used in their workshop.
3) Have a person of the Jewish faith come to the class as a resource person.

EXTENDED ACTIVITIES:

Additional materials listed below will provide opportunities for extension of the learnings as stated in PURPOSE.

EVALUATION:

Children may demonstrate and evaluate their knowledge of the Hanukkah symbols by making posters and illustrations and discussing these with the group.

The teacher will observe the children's verbal indications of developing an appreciation for the faith and values of the Jewish people.

MATERIALS:

sound filmstrip with cassette - "The Story of Christmas and Hanukkah", SVE

Study print #7 - A Jewish Holiday - from the series Our Country: It's People, Coronet

Sounds of the Wind, page 74, the poem, "Hanukkah Rainbow", Holt Rinehart, and Winston

Highlights Magazine, December, 1975, the story "Festival of Lights"

THE THREE WISHES

PURPOSE:

To aid in the further development of listening skills

To provide an opportunity for value clarification

To further develop verbal and non-verbal creativity skills

SUGGESTED TIME: (1 hour)

CONTENT:

Book: The Three Wishes, by M. Jean Craig (Scholastic Services)

PROCEDURE:

Following the teacher's reading of the book to the class, the group will discuss how the woodcutter used his gift.

Discussion questions:

As the woodcutter and his wife thought of possible wishes, what were some of their ideas that would make a long-lasting difference in their lives? What were some ideas of things that would only last for a short time? Why didn't they use their wishes wisely?

Activity:

Brainstorm the question, "What would you wish for if you were granted a wish?"

Develop an understanding of the distinction between wishes that would have lasting value and wishes for things that would be used up within a short time, as a day or week. Discuss the value of the wish as to self, family, and mankind.

One child serves as the recorder at the chalkboard. As a child reads each of his three wishes aloud, a group decision will be made as to whether the wish has lasting value or not. Tally marks are placed under one of two headings on the board: lasting . . . not lasting A child may clarify his reason for considering a wish to have lasting value, but a group decision will be made.

The columns of marks are totaled and the children can be shown that through a mathematical procedure, a percentage of the total number of responses can be found for each column.

EVALUATION:

Group evaluation of each wish written by the children.

Teacher observation of the students' written and oral responses which show the learnings developed.

MATERIALS:

The Three Wishes, by M. Jean Craig (Scholastic Book Services)

pencils

child's notebook

I KNOW ME

PURPOSE:

To learn as individuals we have strengths and limitations

To learn to accept our limitations

To learn as an individual grows, limitations are overcome

To learn to think realistically about ourselves

SUGGESTED TIME: (no specific)

PROCEDURE: Group Activity(pretending)

Close your eyes. You are a pebble on the beach. It is a sunny, cool breezy day. Describe what you see. What do you smell? Here comes a huge foot. It stepped on you. How do you feel now? What did you say? A boy picked you up and threw you as far as he could. How did it feel flying through the air? By and by a pretty lady picked you up, took you home, and painted you. What color did she paint you? How do you feel now?

Show a picture of two children reading books.

PROCEDURE: Discussion Sparkers

What's happening in the picture?

What differences do you see in the children? Are their books alike?

Which book do you like best?

CRITIQUE: (rules for our discussions)

Talk when the traffic is clear. (no need to raise your hand)

Talk briefly. (other members need a chance)

Stick to the subject.

No side conversation. (you're part of the whole group)

Listen to others carefully. (you want them to listen to you)

Be sympathetic and understanding. (everyone has a right to his own opinion)

No cross examination allowed. (we are not here to argue)

Look for a solution. (try to make a decision as a group)

Activity One:

Write a story about the picture.

Once upon a time two children were ______________.

Complete these sentences:

One thing I can do well is ________________.

When I grow up I think I'll be able to ________________________.

Activity Two:

Tell what you would do if:

Someone asked you to do something you can't do.

Someone asked you when you'll be able to take a trip alone.

Read: Is Sally Ready?

Sally's father bought her a new bicycle. Sally just looked at it. "Well aren't you going to ride it?" her father asked.

"No," Sally said. "I don't like it. I don't want to ride it with those dumb training wheels on it. All the big kids are going to laugh at me."

"You've never even tried a bicycle. When you learn to balance yourself we can take the training wheels off."

Sally started to cry and ran into the house.

Discussion:

How did Sally feel about her new bicycle? Why did her father want her to try to use training wheels? What would you say to Sally to try to help her understand herself better?

Think of as many things as you can that you can't do now that you will be able to do someday.

Activity Three: (life lines)

Let each child depict important events in his life using pictures or words in frames like the comic strip. Children may include dates, but each child can list such events as birth, learning to talk, to feed himself, to walk, to paint, to get along with others, to write, and to count.

Frames may be added to the strip throughout the year as new skills are learned.

Activity Four: (child's album)

Make an album "all about me".

Help each child to list things that he use to be afraid of but now understands.

In another list, children may want to tell things that at one time angered them. They may also list things that still upset them.

EVALUATION: (entire unit)

Discussion questions:

Do you like yourself?

How do you feel about yourself?

Have you ever felt like Sally? If so, when? Explain.

MATERIALS:

picture of children reading

crayons

paint

scissors

construction paper

SYLVESTER

PURPOSE:

To cultivate literary and aesthetic appreciation through the use of an exmple of good literature

To develp expressional fluency and flexibility as a member of a group

To develp within each child a feeling of trust of other members in the goup

To develp sensitivity to humanness

SUGGESTED TIME: (30 minutes)

CONTENT:

Library book: Sylvester and the Magic Pebble

PROCEDURE: (whole class)

1) Teacher reads the book to the class. Use informal discussion as the book is read.

2) Value clarification activity:

Questions: How do you feel about the way the book ended? Would you change the ending? What choices did Sylvester have in the story? What differences would his selection of these choices have made in his life?

You are Sylvester. Tell how you felt - at the beginning of the book when you were a rock, at the end. What is more important to some people - material things or people? Why? What is more important to you and your family? Why? (valuing humanness; child developing own system of values; childs' examination of present self and family's system of values)

EVALUATION:

1) Teacher and student observation of individual behaviors and value systems as evidenced by the responses given during the value clarification activity.

2) Teacher and students evaluation of the entire activity on Sylvester as to if and/or why the story and activity had merit, lasting value, etc. (opportunity for the development of a system of values)

MATERIALS:

Library book: Sylvester and the Magic Pebble by William Steig, Young Reader's Press

A "pet" rock that could be named Sylvester, that is used in room to remind class of the story (recall of the value of love, praise, people, etc.)

Coronet Animal Fable, filmstrip and cassette: Glasses For A Raccoon Child can be used in above manner for the basis of another value clarification activity.

VALUE CLARIFICATION ACTIVITIES

PURPOSE:

To provide opportunity for students to express their ideas before a group

To provide an opportunity for the child to judge a situation using his own values

To increase the child's verbal and non-verbal creativity skills

To develop the concept of a situation having more than one solution

SUGGESTED TIME: (30 minutes, each activity)

CONTENT:

Cards with words and phrases, printed by the teacher

PROCEDURE:

Activity One:

1) Cards:

Stay and fight
Get help
Run away

2) Situation: You and your little sister (brother) are playing. Some older children come along and interrupt you. One of the older boys (girls) gives your sister a hard push. She falls down and hurts her head (cuts her head). Choose a card to show what you would do. Give a reason for the card you chose.

Activity Two:

1) Cards:

Love
America
Mother
SPARK

2) Brainstorming: Sit in a circle on the floor. Using the above order of the cards, hold up a card. Let each child respond with a word or a phrase. Then place the card on the floor in the middle of the circle. Continue this brainstorming procedure until all cards are used.

3) Allow the students to place the cards in any order, as an individual or as a group, to make a phrase. Let the class create as many different phrases as possible by changing the order of the words.

4) Using four resonator bells (preferably in a note sequence, as c, d, e, f) let a student or the group create a melody to accompany the words.

5) Choose one order of the cards. Clap the rhythmic pattern of the words. Use any percussion instrument to accompany this pattern.

6) Extended Activities:

    a) Choose one order of the cards. Combine melody and percussion.

    b) Use the alto xylophone, glockenspiel, or a piano for use in creating a melody.

EVALUATION:

Teacher observation of each child's ability to clarify values and make decisions. Use the child's musical behaviors in Activity Two to aid in the recognition of a child with unusual musical interests and talent.

MATERIALS:

sentence strip

marks-a-lot

Orff instruments

other classroom musical instruments

INFORMATION FOR THE DEVELOPMENT OF OTHER SOCIAL SCIENCE TOPICS AND ACTIVITIES

Topic: For Thinking Pleasure

Content: Adapted from *Highlights* magazine

Activity: What advantage did the invention of these things bring to people?

Sewing machine
Automobile
Telephone
Reaping machine
Television
Cotton picker
Lawn mower
Dryer
Helicopter
Air conditioner
Toaster
Steam iron
Steamship
Bicycle
Airplane
Microscope
Light bulb
Washing machine
Stove
Radio
Train
Blender
Mixer
Citizen band radio

Seat the children in a circle on the rug. Discuss the meaning of invention. Ask the children to name some inventions and tell what advantage they brought to people. If children are slow to respond, the above list can be used. Discuss only two or three in one sitting.

Using scrap materials and art materials available in the room, children may create a new invention.

MATERIALS USED IN THE DEVELOPMENT OF THE SOCIAL SCIENCE CURRICULUM AREA

Our Country
Grade One, student texts, and teacher's guide
Allyn and Bacon

T. A. for Tots
by Alvyn M. Fried
Jalmar Press

How to Read Social Studies
Harper and Row

Sounds of Language readers
Holt, Rinehart, and Winston

Compton's Precyclopedia

Book-Record Companion Series (selected titles)
Scholastic Book Services

Additional children's selected library and reference books

PERIODICALS:

National Geographic WORLD
Highlights for Children
Cricket

STUDY PRINTS:

Our Wonderful Country Series - Sets 2, 4, 5
Coronet

Pilgrim Portfolio
A. Lincoln Life-Line

American Life in Art
Children's Games

Scholastic Services

American Indians - Yesterday and Today

Understanding Our Feelings
twenty-eight photograph prints
Instructo

FILMSTRIP AND CASSETTES:

The Story of Christmas and Hanukkah
New Orleans: A Marketing Community
Singer (SVE)

Animal Fables
Coronet

Action Map - U. S. Floor Map
Denoyer-Geppart

U. S. Raised Relief Map
Readiness Globe
Nystrom Company

U. S. Map Puzzle Plaque

Our Continent Puzzle Plaque
Playskool

Dukane Cassette AV Matric

Headphones

Tape recorder

Typewriter

Record player

MATH CURRICULUM AREA

LEARNER GOALS FOR THE MATH CURRICULUM AREA

1. To aid the child in learning how to devise strategies for finding solutions to problems.
2. To provide opportunities through the use of games for the child to make decisions, choices, and evaluations.
3. To provide diversified activities for the child to practice basic mathematical operations.
4. To make the child aware of the thinking processes of himself and others.
5. To aid the child in learning to use logic to tackle, discuss, and explore different approaches needed to play games.
6. To further develop mathematical thinking as a skill.
7. To introduce the child to metric linear measurement.
8. To reinforce the math terminology used in the child's first grade basic program.
9. To recognize the child with unusual talent and to encourage further specialized opportunities.

GAMES

PURPOSE:

Providing opportunities through the use of games for the child's development of the skills of decision making and creativity

Using games to help the child to accept the fact that he will lose as well as win

SUGGESTED TIME:

(throughout the year)

CONTENT:

Dominoes (matching; keeping score on paper)

Score-Four (strategy; mild competition)

Checkers; Chess (decision making; logic)

Sum Fun (addition and subtraction)

Tens (matching; addition)

Sneaky Snake (number sequence)

Spirograph (geometry; following directions)

Pairs (matching; memory)

Math Bingo (recognizing shapes and numerals)

Rack-O (number pattern sequence; competition)

PROCEDURE:

According to the needs of the students, the method of using the games will be either teacher-directed or student-initiated. (individual, small group, whole class)

EXTENDED ACTIVITIES:

Children may develop original sets of rules for the games in the classroom.

Children may develop and construct original games to share with the class.

MATERIALS:

paper

pencils

Lux minute timer

MIND MATH

PURPOSE:

To increase the child's ability to do simple mathematical computation mentally

To increase the child's ability to remember

To develop the concept that a number remains the same when you add to the number and substract from the number the same quantity

SUGGESTED TIME: (no specific)

PROCEDURE: (whole class)

1) Teacher says a number, as 9. Ask an individual child to add and subtract a quantity, as 3. What is the number? Do several examples before discussing the concept of why the number remains the same.
2) For students with unusual mathematical skills and understandings, extend this activity by using multiplication and division skills, working only with multiples, as 9 X 3 ÷ 3 = 9.

EVALUATION:

Teacher observation of a child's basic mathematical skills, and teacher recognition of the need to provide for a child with advanced mathematical understandings.

MATH

PURPOSE:

To encourage fluent thinking and complexity

SUGGESTED TIME:

(twenty minutes)

PROCEDURE:

The children are asked to think of many names for the number one.

$5 - 4 = 1$ $3 - 3 + 1 = 1$

$2 + 3 - 4 = 1$ $7 + 3 - 4 - 5 = 1$

$0 + 0 + 1 = 1$

Ask the children to find as many names as possible for the number three.

Select another number in random. Continue until all numbers through ten have been used.

MATERIALS:

pencils

paper

HOW TO SEND A SECRET MESSAGE

PURPOSE:

To learn how to write, make, and send a secret message

SUGGESTED TIME: (three weeks)

CONTENT:

A code is something you can use when you want to send a secret message. If someone who doesn't know the code gets the message by mistake, he won't be able to tell what it says.

Every country has codes it can use to send secret messages in time of trouble or war.

But some codes are just for fun. They make your day more exciting. They add mystery - - and giggles to the things you want to say.

PROCEDURE:

Here are three fun codes that are easy to learn, but not easy to understand unless you know the secret of the code.

The secret is that you name something that has legs before each word of the message.

Practice saying these messages in the "Crazy Legs Code":

"I found the dime I lost."

"Yes, you may borrow my bike."

Fun CODE NUMBER 1-Crazy Legs Code

Think of a message you want to tell your friend. Let's say that it is, "I have a surprise for you."

After you put the message into Crazy Legs Code, it would read like this:

"Horse I table have ant a chair surprise cow for spider you."

Fun CODE NUMBER 2 - Silly Code

"I'll meet you right after school." Let's say that this is the message you want to tell your friend.

After you have scrambled it into Silly Code, the message will sound like this:

"Bacon eggs jelly I'll breakfast lunch hunch meet dog fog log you up down under right shoo moo coo after worm sneeze fly school."

Fun CODE NUMBER 3 - Number Code

On a piece of paper space out the letters of the alphabet. Under each letter write a number. Do not use the same number twice. If you are in a hurry to send a message and don't have time to make up your own Number Code, here is one that you can use:

A	B	C	D	E	F	G	H	I	J	K	L	M	N
6	19	28	1	3	10	38	8	2	12	23	15	47	30

O	P	Q	R	S	T	U	V	W	X	Y	Z
99	4	26	100	7	13	25	14	88	9	11	164

Now write out a message using a number for each letter. Supposing you wanted to write, "Our cat had kittens". You would begin by finding the number for the first letter, which is "O". The number is 99.

The complete message written in Number Code would look like this:

99-25-100 28-6-13
8-6-1 23-2-13-13-30-7.

Give a friend a copy of the code so that he can figure out your message and write an answer in the same code.

Remember your Number Code will be much harder to "crack" if you make up new numbers for the letters of the alphabet instead of using the ones given.

Decoding: Assign each letter of the alphabet a different number. For example:

A-1, B-2, C-3, D-4 . . .Z-26

Make up simple secret messages for the children to decode.

Secret Messages: (worksheet is on the following page)

What is Your Fortune: (worksheet follows)

EXTENDED ACTIVITIES:

Can you spell your name with a flashlight? Compton's Precyclopedia pages 116-117.

Secret Messages

A	1
B	2
C	3
D	4
E	5
F	6
G	7
H	8
I	9
J	10
K	11
L	12
M	13
N	14
O	15
P	16
Q	17
R	18
S	19
T	20
U	21
V	22
W	23
X	24
Y	25
Z	26

Can you read this?

20-8-5 3-15-23 10-21-13-16-5-4 15-22-5-18

20-8-5 13-15-15-14!

It is written in code. Each number stands for a letter. The letter that is next to the number in the list is the letter that the number stands for. Write the correct letter in the space over each number. Then you will be able to read the sentence.

Fun? Here is another one.

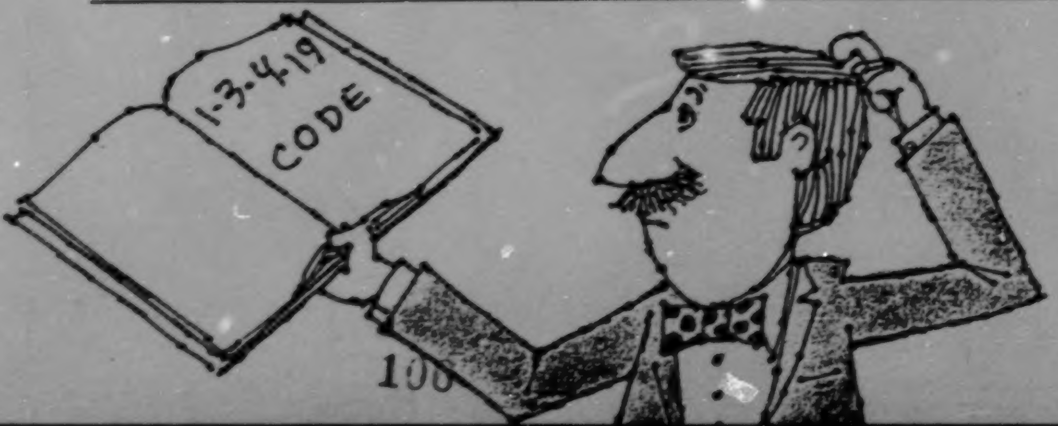
9-20 9-19 6-21-14 20-15 18-5-1-4!

Do you agree?

Here is one more.

5-22-5-18-25 16-5-18-19-15-14 8-1-19
8-9-19 15-23-14 19-16-5-3-9-1-12 14-1-13-5,
1-14-4 5-22-5-18-25 23-15-18-4 8-1-19
9-20-19 15-23-14 19-16-5-3-9-1-12
13-5-1-14-9-14-7.

Now why don't you write some messages in code? Write a note to someone else in your class and let him read it.



What Is Your Fortune?

Pretend you are eating in a Chinese restaurant. Fortune cookies are served for dessert. Inside each cookie there is a tiny piece of paper. The paper has your fortune printed on it. But your fortune is not printed in words. It is told in numbers like this:

6	18	9	4	1	25

9	19

25	15	21	18

12	21	3	11	25

4	1	25

Can you read your fortune? Each number stands for a letter. Write the letters above the numbers.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Here's what your second cookie said:

14	15

19	3	8	15	15	12

20	15	4	1	25

Cookie number three had a long fortune.

20	15	4	1	25

23	9	12	12

2	18	9	14	7

25	15	21

1

8	1	16	16	25

19	21	18	16	18	9	19	5

Now you write a number fortune for a friend. Try making up your own code too.

"Invisible Writing", page 16 of National Geographic WORLD, October, 1975

"Hide Your Message Behind a Mask", page 17 of National Geographic WORLD, October, 1975

Other Activities, pages 18-21 of National Geographic WORLD, October, 1975

MATERIALS:

Compton's Precyclopedia

chalkboard

paper

pencils

worksheets

Adapted from: Compton's Precyclopedia, National Geographic WORLD magazine, and 44 Bright Ideas, editors of Weekly Readers.

The following is a teacher-developed worksheet for decoding:

19-16-1-18-11

Remember the code we used?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

R	S	T	U	V	W	X	Y	Z
18	19	20	21	22	23	24	25	26

Here are three secret messages:

1) 12-15-15-11 2-5-6-15-18-5 25-15-21 12-5-1-16.

2) 20-8-5 2-15-15-11 9-19 1-2-15-21-20 14-15-15-4-12-5-19.

3) 3-15-13-5 20-15 13-18-19 23-15-13-1-3-11 6-15-18 19-15-13-5 3-1-14-4-25.

Can you write a secret message below for someone to decode?

THE PARADE OF THE NUMBERS

PURPOSE:

To develop the child's ability to discover a sequence pattern of numerals and to recognize when that sequence changes

SUGGESTED TIME: (15 minutes)

PROCEDURE:

Give each child a worksheet and read the directions.

(worksheet is on the page following)

From: 44 Bright Ideas
Editors of Weekly Readers

The Parade of the Numbers

All the numbers in the Tenth Street School were having a big parade. All the arithmetic classes took part. The numbers in each class marched together. Each number was given his own special place.

Most numbers followed the rule and marched in the right place. But some did not. They marched in the wrong place.

Can you find the number in each class that is not following the rule? First you must discover what rule the class is following. Then find the number that is not following the rule. When you find him, take him out of the parade. Draw a line through him. Then write in the number that can take his place.

Class A

2 4 6 8 9 12 14 16

Class D

15 13 11 9 6 5 3 1

Class F

10 20 21 30 40 41 50 60 70

Class B

1 1 2 2 3 4 4 4

Class C

10 12 14 16 18 19 22 24

Class E

12 10 10 9 8 7 6 5

THINK METRIC

PURPOSE:

To help children discover for themselves why we need standard units of measure

To introduce to them some basic metric measuring tools

To develop understanding of centimeter and meter as standards of measure

SUGGESTED TIME: (four weeks)

CONTENT:

People long ago found ways to measure things. At first these were very simple. Man used the most convenient measure he had - himself. He probably used the length of his foot to measure length. A handful to measure the arrowheads he wanted to trade for his supper beans. Noah's ark was measured in human terms. The Bible says Noah built it 300 cubits long, 50 cubits wide, and 30 cubits high. A cubit, in case you haven't run into any ark-builders lately, is the distance from a man's elbow to the tip of the middle finger of his outstretched arm.

Some of the ancient measures persist. We still, for example, measure a horse by the hand or palm; and today's seamtress may very will estimate the measure of her material by holding one end of it to her nose and stretching it to its extended length with her free hand (about one yard). But as civilization grew - and man got wise to the fact that handsful come in different sizes, that big feet were better and that he couldn't even count on his cubit - new ways to measure were developed.

Gabriel Mouton, a vicar of St. Peter's, proposed a decimal system of measurement that would begin from a standard everyone could understand - the earth. (one ten-millionth of the distance from the equator to the North Pole, he called a meter) During the 1800's, metrics spread slowly through Europe and then to other continents.

There are exceptions. Until 1975, Great Britian, from whom we borrowed our ounce, pound, and quart kind of measurements, was one of them. But during 1975, Great Britian converted and the United States is now the only major industrialized nation not on metrics.

But change is on the way here too. Look around and you can see road signs and grocery store items already marked with both English and metric measures.

Activity One:

Each child measures things around the classroom using his own pencil as a ruler. The children should soon discover that they come up with different measurements for the same objects. Discussion - Why? (measuring tools are different)

Activity Two:

Distribute centimeter rules. Have children try to find things in the room that are longer than and shorter than the rules. Let each child estimate how long as object is before he actually measures it. (Use this activity to develop such math vocabulary as long, short, the same as).

Activity Three:

Can children think up any way in which they could measure themselves? Lead them to the understanding that several centimeter rulers placed end-to-end, so as to form a wall strip could be used to measure heights. Make a chart with every child's name on it, for use as a height record. Allow each child to record his height in centimeters on the chart. Encourage comparisons of height.

Activity Four:

Pass out metric tapes for this activity. Children will work in pairs, measuring each other and comparing measurements.

(Example of worksheet on page following)

Activity Five:

Introduce the meter stick. Lead the children to the understanding this stick is really several centimeter rulers put together to make 100 centimeters and that it makes measuring lengths and distances of more than 100 meters easier. Give the children plenty of opportunities to use the meter stick. They can measure the length of the hallway, the distance from the classroom to the office, etc. Make a chart on which they record their measurements in meters and/or centimeters (eg. a doorway which might be expressed as 1 meter and 4 centimeters or as 104 centimeters).

Activity Six:

Draw many irregular shapes on the chalkboard. Ask the children to suggest ways to measure these shapes. Discuss and test any suggestion made. If the children themselves don't originate the idea, suggest the possibility of placing string on a shape and then measuring the string in centimeters or meters. Supply string so the children can measure the irregular shapes on board.

EVALUATION:

On the chalkboard, list several measurement projects. Have the children discuss what would be the best measuring tool. The students might want to make a chart showing which measuring tools are best for different kinds of measuring.

MATERIALS:

pencils

centimeter rulers

chart paper

metric tapes

meter stick

chalkboard

(Adapted from: Early Years Magazine, April, 1975)

WORKSHEET

Tom	(your measurements)
Around my head (my hat size) __________ cm	__________ cm
Around my neck __________ cm	__________ cm
My shoulder to wrist (my sleeve length) __________ cm	__________ cm
Around my wrist __________ cm	__________ cm
Around my thigh __________ cm	__________ cm
Around my waist (my belt size) __________ cm	__________ cm
I am ______ cm tall. How tall are you?	__________ cm
I weigh ____ kg. How much do you weigh?	__________ kg

*cm = centimeters
*kg = kilograms

THE MYSTERY ANIMAL

PURPOSE:

To provide practice in adding sums to ten

SUGGESTED TIME:

(thirty minutes)

PROCEDURE:

Pass out worksheet and read directions with the students. (worksheet on following page)

MATERIALS:

pencils

worksheets

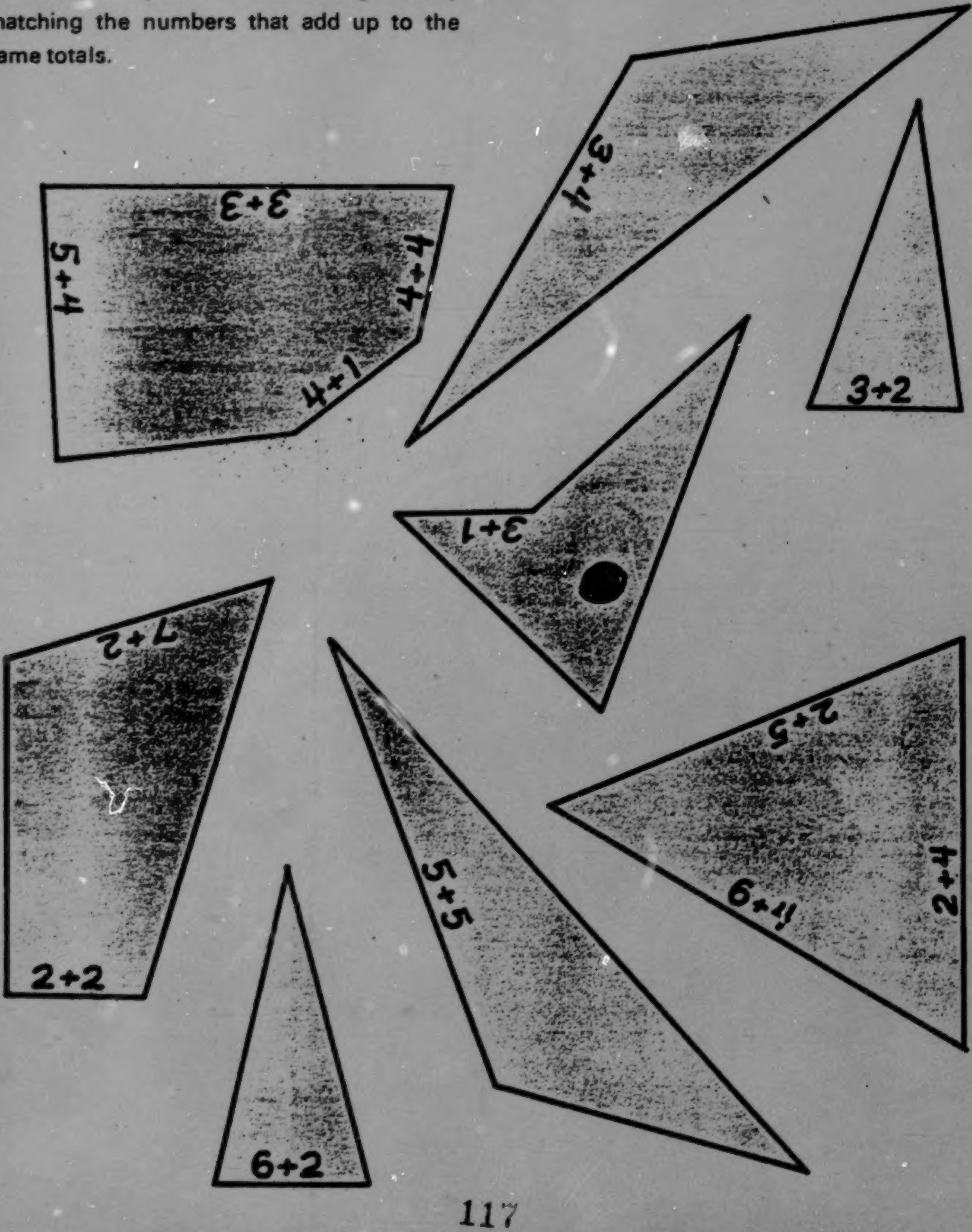
scissors

*Worksheet from 44 Bright Ideas, editors of My Weekly Reader.

The Mystery Animal

Directions:

Cut out the pieces. Put them together by matching the numbers that add up to the same totals.


3+3
5+4
4+4
4+1
3+4
3+2
3+1
7+2
2+2
5+5
2+5
4+6
2+4
6+2

GRAPHS

PURPOSE:

To use pictorial graphs as a logical introduction to bar graphs

Provide experiences for making comparisons

SUGGESTED TIME: (no specific)

PROCEDURE:

Briefly discuss birthdays with the children. Suggest how interesting it would be to make a graph showing birthdays. Let each child draw a small face to place beside the month in which he was born. Paste the faces beside the correct month.

After two groups have completed the pictorial graphs, make comparisons.

EXTENDED ACTIVITIES:

Children may graph favorite pets, measurements, SPARK activities, television programs, size of families.

EVALUATION:

Discuss the value of using graphs.

MATH BASKETBALL

PURPOSE:

To reinforce addition and subtraction facts

To use games to help the child accept that he will lose as well as win

Provide large group games

SUGGESTED TIME: (no specific)

CONTENT:

Addition flash cards

Subraction flash cards

Large container for goal

Medium size ball

PROCEDURE:

Select a child to flash the cards and a referee. Divide the remaining children into two equal teams. Toss a coin to decide which team will begin the game. You may use all addition cards or mix subtraction and addition. The child flashes a fact card. If the answer is correct, the child will then shoot the ball. The child must give the correct answer and make the basket to score. Let the children decide how many points for each basket.

The team with the most points at the end of the games is the winner.

EXTENDED ACTIVITIES:

Children may brainstorm for team names.

Children may make their own rules to vary the game, or create a new game.

Vary the points for a basket. (use 2, 3, 10, 5, etc.)

MATERIALS:

ball

goal

flash cards - addition and subtraction

INFORMATION FOR THE DEVELOPMENT OF OTHER MATH TOPICS AND ACTIVITIES

1) __Topic__: Different Code Symbols

__Procedure__: Recall a recent code lesson with students. Remind the students that in that activity instead of using letters to write a message, they used numbers. Help them to understand that anyone can invent a code. When making a code, one takes a set of familiar symbols and substitutes an unfamiliar or new set of symbols.

Example: 0 1 2 3 4 familiar symbols
✓ ? = X o new code symbols

Now the numeral 12 is written ?=

To understand the code, you must figure out what each symbol means and then change each character of the coded message back into the symbols with which you are familiar, the symbols you understand. The steps in making a code are:

1. Write down the familiar symbols.
2. Under each familiar symbol, write your new symbol or your code.
3. Write a message in the familiar symbols.
4. Using your code "keys", substitute your coded symbol to express your message.

Now let us write down some familiar symbols.

0 1 2 3 4 5 6 7 8 9

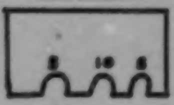
Think of some new code symbols for each numeral you have written down.

When the children finish making new code symbols, ask them to use them to write various numerals on the board such as 10, 17, 20, 16, 11, etc. .

2) __Topic__: Mouse House Game

__Content__: A teacher-made game

__Preparation__: Cover a box with paper; decorate it with cutouts of mice. With the box upside down, cut out three holes on one side and write the numbers above each hole.



Prepare several scoresheets and staple them together.

Scoresheet: (about 4 X 6 inches)

Player ____	Player ____
1	1
2	2
3	3
4	4
5	5
Total:	Total:

Teach the Mouse House game with these rules:

1. Two players; each has three marbles.
2. Measure with the meter stick and place marbles one meter from the box.
3. The first player rolls each of his marbles to the box. If a marble goes through a hole, he counts the points above that hole. After turn number one, he records the total points for his three marbles.
4. Each player has five turns.
5. Each player adds his five scores.
6. The player with the highest total score wins the game.

This game provides practice in adding tens and fives.

Provide a 5 X 8-inch game rule card:

Mouse House Game Rules

1. Two players
2. Take turns; three rolls each turn.
3. Record your score for each turn.
4. Five turns in the game.
5. Add your scores.
6. Highest score wins.

3) Topic: Telling Time

Content: K-3 Bulletin of Teaching Ideas and Materials, June, 1977

Activity: Let children make their own cardboard clocks. (minimum six inches in diameter) Check their understanding of the number of minutes between any two of the numerals. Make children prove that from twelve to one there are five minutes. Help them feel the value of a minute by trying to hold their breath for that length of time. Try 2, 3, 4, 5. Now let them count their pulse beats for one minute.

Be sure children know the meaning of A.M., P.M., night, day, morning, afternoon, midnight, noon. Let them measure a half hour on their clocks and then demonstrate five minutes, ten minutes, sixty minutes. Have them tell time in different ways. For example, it is five-fifteen, it is fifteen minutes after five; it is a quarter after five, it is five-fifteen P.M. Now using a stop-watch to synchronize all the clocks in the room, let the children see and feel how long it is from one minute to the next. Get the children to keep a log of their classroom activities such as the number of minutes it takes them to complete an activity, read a story from a Sounds book, length of a Scholastic Record/Book Companion Set, filmstrip/cassette, arrival time of the class, etc.

Let them estimate and then check their guess for the time it takes to walk up and down one flight of stairs, bounce a ball twenty times, run around the room, etc.

4) Topic: Seeing Trends

Content: Teacher made

Activity: Fill in the missing numerals:

1) 10, 1, 9, 2, ___, ___, ___, ___, ___, ___.

2) 2, 4, 6, 8, ___, ___, ___, ___, ___, ___.

3) 3, 6, 12, ___, ___, ___, ___, ___, ___.

4) 5, 10, 15, ___, ___, ___, ___, ___, ___.

5) 100, 10, 200, 20, ___, ___, ___, ___, ___, ___.

6) 10, 9, 8, 7, ___, ___, ___, ___, ___, ___, ___.

SOUNDS OF LANGUAGE READERS - LEVELS 1-8

In the development of mathematical concepts and skills such as rote counting, quantity, comparisons, time, and money, the following pages in the student book may be useful:

COUNTING:

1. *Sounds I Remember*, pages 12-15; 18-27; 42-45; 56-57; 62-64.
2. *Sounds of Home*, pages 38-39; 56-57.
3. *Sounds of Numbers*, pages 10-11; 62-85; 140-157.
4. *Sounds of a Hound Dog*, pages 10-11; 36-41; 132-155.
5. *Sounds Around the Clock*, pages 12-23.
6. *Sounds in the Wind*, pages 62-63; 116-117.
7. *Sounds of a Powwow*, pages 44-51; 54-55; 62-73; 124-125; 198-201.

QUANTITY:

1. *Sounds I Remember*, pages 42-45.
2. *Sounds of Home*, pages 56.
3. *Sounds of Numbers*, pages 62-85; 103.
4. *Sounds Around the Clock*, pages 67; 108-109.
5. *Sounds of a Powwow*,page 117.
6. *Sounds in the Wind*, pages 60-61; 164-165.

MONEY:

1. *Sounds of Numbers*, pages 104, 127.

TIME:

1. *Sounds I Remember*, pages 11 (life-span); 58-59 (season).
2. *Sounds of Home*, pages 10-23 (day/night).

3. Sounds of Numbers, pages 32-33 (season); 62-85 (months); 98-101 (day/night).

4. Sounds of a Hound Dog, pages 60-77 (life-span); 88-107 (hours) 130-131 (season).

5. Sounds Around the Clock, pages 12-23 (season); 46-47 (season); 126-127 (season); 138-145 (life-span); 152-159 (days of week); 176-189 (seasons); 190-191 (day/night).

6. Sounds in the Wind, pages 56 (life-span); 62-65, 66-73, 74-75 (season); 76-83 (day/night); 122, 138-139 (season); 124-149 (months).

7. Sounds of a Powwow, pages 56-57 (day/night); 62-73 (day/night); 117, 118-121, 124-125, 164-165, 192-193, 222-223 (season).

8. Sounds of Laughter, pages 14-37 (day/night); 70-83 (days of week); 116-127, 130-151 (life-span); 152-155, 158-167 (seasons); 178-195 (life-span).

COMPARISONS:

1. Sounds of Home, pages 30-36.
2. Sounds of Numbers, pages 20-31; 88-97.
3. Sounds of a Hound Dog, pages 60-77; 80-81.
4. Sounds Around the Clock, pages 26-33; 70-87; 175.
5. Sounds in the Wind, pages 96-113.
6. Sounds of Laughter, pages 56-67.

MATERIALS USED IN THE DEVELOPMENT OF THE MATH CURRICULUM AREA

Sounds of Language readers
  Holt, Rinehart, and Winston

How to Read Math
  Harper and Row

Precyclopedia
  Compton

Golden Metric Workbook

Additional children's selected library and reference books

PERIODICALS:

National Geographic WORLD
Cricket

INVICTA MATERIALS:

Metrestick
Shape tracer
Sequence blocks
Pin board
Polyominoes
Ox Blocks
Teaching machine and number operations
Tangrams
Shapes board
Attribute logic blocks
Simple scales
Word Building Box (letters and numerals)

GAMES:

Score Four
Dominoes
Checkers
Rack-O
Chess
Math Bingo
Sum Fun
Sneaky Snake
Tens Game
Pairs

Metric rulers
Metric tapes
Compass
Protractor

SCIENCE CURRICULUM AREA

LEARNER GOALS FOR THE
SCIENCE CURRICULUM AREA

Definition: Science is the accumulated and systematized learning about natural phenomena.

The processes of science are scientific attitudes and methods of inquiry. As a result of these processes we derive the products of science - fact and theory.

For the purpose of this curriculum guide, learnings will be developed in these areas: physical science, earth science, and biological science.

1. To foster the development of attitudes of curiosity, open-mindedness, skepticism, and determination.
2. To provide an atmosphere which will allow the child freedom to investigate, to be curious, to inquire.
3. To provide materials and activities that will encourage the child to use inquiry and experimentation to add to his knowledge.
4. To help develop concepts of changes in the living and non-living world.
5. To help develop concepts of man's use and control of the environment.
6. To provide opportunities for the child to develop beginning map and globe skills.
7. To help develop scientific concepts of the universe, encompassing the solar system and space.
8. To recognize the child with unusual talent and to encourage further specialized opportunities.

UNDERSTANDING YOUR ENVIRONMENT:

"PICTURES THAT TEACH"

Silver Burdett

(28 charts, teacher's manual)

In order for this material to be an effective component of the science curriculum in a primary gifted classroom, it would be necessary for the teacher to study page six of the teacher's manual. This would enable the teacher to select the number of charts and activities most appropriate to the interests and abilities of a particular group.

NOW YOU KNOW ABOUT ANIMALS

Encyclopedia Britannica Educational Corporation

Series of five books with correlated cassettes:

- Many Animals
- Where Animals Live
- Animal Coverings
- Animal Homes
- How Animals Stay Alive

For the purpose of use in a primary gifted classroom the child may gain knowledge about animals by using this material individually or in a small group. Use of the books and cassettes in this manner does not require teacher direction and allows for self-motivation and independent study.

THE WAYS OF ANIMALS

Bowmar Nature Series

(Series of ten books and corresponding sound filmstrips)

Each book is a story poem by Aileen Fisher. The books provide rich language experiences and introduce basic life science concepts to children.

Each filmstrip has two parts. Part I has the story poem narration and illustrations done in different media by various artists. Part II of each filmstrip treats the science generalizations of the story poem and shows photographs of animals in their natural settings.

Some suggestions in the teacher's guide may be adapted for use in the primary gifted classroom.

SCIENCE TABLE

PURPOSE:

to provide opportunities for the child to classify, observe, compare, categorize, hypothesize, experiment, evaluate, analyze, conceptualize, and gain knowledge

SUGGESTED TIME: (no specific)

PROCEDURE:

Group discussion activity:

Let the children identify and discuss the objects on the table through the use of these questions:

1) Can you name an item on this table?
2) Is there any item that you cannot name?
3) If you wanted to contribute something for this table, what would you bring?
4) Is there an item you would like to know more about?

Questions such as these will serve as points of departure for further development of basic scientific thinking skills and beginning scientific research.

Brainstorming activity:

Question: If you wanted to contribute something for this table, what would you bring?

Teacher accepts and records all student responses (fluency). Guide the children to eliminate any items that would not belong on this table.

Value clarification activity:

Object: seashell

Questions: Suppose you are walking along and see this object. Where are you most likely to be? What will you do with this object? Why? Do you know of anyone else that would do the same or something else with this object? Why? How?

Value of seashells in our world: economic, aesthetic, scientific, ecological, food, and in our immediate vicinity.

EVALUATION:

Group Discussion Activity:

Questions: Why is this table in our SPARK classroom? Will it remain the same? Why? Will you use this table? How? Why?

This micro-unit could serve as the introduction of the science program.

MATERIALS:

seashells
bones
snakeskin
plants
lava
insects
nests
rocks
magnifying glass
compass
bar and horseshoe magnet
Blister microscope and slides

A FLY'S EYE VIEW

PURPOSE:

To stimulate curiosity

To learn how flies walk on ceilings and walls

To provide a creative art experience

SUGGESTED TIME:

(thirty minutes)

CONTENT:

Flies have six feet. On each foot is a plump little pad that flattens out when the fly walks on a smooth surface. The pads also secrete a sticky liquid that holds the insect to the wall or ceiling.

PROCEDURE:

Activity One

Present the question, "How do flies walk on the ceiling?"

Brainstorm the possiblities and make a list of them. Present the facts and extend the discussion.

Questions for pondering:

Name other insects that can walk on walls and ceilings.

In what ways is this ability good for the insect(s)?

In what ways is this ability bad for the insect(s)?

Would you like to have this ability? Why?

If people could walk on walls and ceilings, what might happen?

If other animals could walk on walls and ceilings, what would happen?

Activity Two

Ask each child to make an illustration of what a fly's eye view of the classroom would be like if the fly were on the ceiling.

MATERIALS:

pencils

markers

paint

colored chalk

*Adapted from How Come . . . ? Easy Answers to Hard Questions by Joyce Richards.

TURTLES

PURPOSE:

To meet the children's interest in studying about turtles

To provide an opportunity for class and individual research

SUGGESTED TIME:

(two weeks)

CONTENT:

"The Turtle Takes Its Time", pages 130-135 in Compton's Precyclopedia, Volume 15.

PROCEDURE:

If possible, observe a live turtle in class noting its characteristics.

Read the story from Compton's Precyclopedia to the group and note new information.

Allow time for individual research using other resource books in the classroom. Any additional interesting information should be shared with the class.

EXTENDED ACTIVITIES:

1) Research provides a good opportunity to increase vocabulary. New words found in researching the turtle as well as other animals prove to be interesting and valuable. Some examples could include:

    omnivorous - eating both animal and vegetable food

    carnivorous - flesh-eating

    herbivorous - feeding on grass or other plants

    reptile - an animal with skin made up of scales or plates; it breathes with lungs and is cold-blooded

    cold-blooded - having the body temperature of the surroundings

2) View the filmstrip of the fable, The Hare and the Tortoise. Point out and discuss the differences between the hare and the tortoise.

3) Make a chart listing interesting facts learned about the turtle. Let each child add to the list.

MATERIALS:

The Hare and the Tortoise, Coronet Animal Fables Sound Filmstrips

Compton's *Precyclopedia*, Volume 15

World Book Encyclopedia

World Book Childcraft

The Illustrated Encyclopedia of the Animal Kingdom

Science Words

dictionaries

chart paper

crayons or markers

DINOSAURS*

PURPOSE:

To gain knowledge about prehistoric animals

To gain a better understanding of what the earth was like millions of years ago

To develop an understanding of the work of scientists who have restored and preserved the fossils and bones of prehistoric life

SUGGESTED TIME: (no specific)

CONTENT:

About sixty million years ago the dinosaurs disappeared. When they went out of the picture, the age of Reptiles came to an end.

Though the dinosaurs themselves are very old, the science that tells about them is quite new. And while we have been learning new things about outer space and planets and preparing for the age to come, we have also been discovering new things about earth and what it was like millions of years ago.

Dinosaurs were "lords of the land" for 150 million years.

PROCEDURE:

Read the book Giant Dinosaurs to the students.

Activity One: (cognitive-memory)

Group discussion: The characteristics, living patterns, and habits of these animals:

Trachodon
Brontosaurus
Brachrosaurus
Diplodocus
Tyrannosaurus
Stegosaurus
Triceratops

Activity Two: small groups (application of creativity skills)

Let students model the environmental surrounding of the dinosaur.

Activity Three: (application of creativity skills)

Make a "The World of Dinosaurs" to show the animals' living pattern and habits in relationship to food, protection, etc. .

Activity Four: (convergent)

Group discussion: The contributions of the study of the dinosaurs to society.

Compare and contrast the different dinosaurs noting similarities and differences.

Use modeling clay to make a "Fine Arts Gallery of Dinosaurs".

Activity Five: (divergent)

Group discussion: Could this animal have survived in another environment? How? Why?

Design and model "the new animal".

Activity Six: (research)

Find out about other prehistoric animals and make oral reports to the class.

MATERIALS:

Compton's Precyclopedia

Giant Dinosaurs book

study prints: "Who's Who Among the Dinosaurs", Scholastic Book Services

construction paper

glue

clay

scissors

*Adapted from Curriculum Enrichment for the Gifted in the Primary Grades.

ALBINOS

PURPOSE:

To learn why some animals do not have a natural color

SUGGESTED TIME: (two weeks)

CONTENT:

Albinos cannot produce a normal amount of pigment, or color. The "message" to be an albino reaches the animal through its genes.

Genes are tiny particles of living matter. They carry the information that determines how a plant, animal, or human will develop.

Each new individual gets genes from both parents. The genes form pairs, and the pairs combine in many different ways. That is why not all children in one family look alike.

Sometimes a single pair of genes carries all the information for one trait. Albinism is such a trait. The parents of Albinos don't have to be albinos themselves. But each parent must have at least one gene that says, "Don't color me". When two such genes come together, the result is an albino.

PROCEDURE:

Show the children the large picture of Snowflake, the Vanilla Gorilla.

Discussion Sparklers:

Tell me what is happening in the pictures.

Why would it be dangerous to get close to Snowflake?

Where would you find Snowflake?

Is this the natural color of most gorillas?

Describe Snowflake's facial expression.

(Read the background information to the children and compare their answers to questions above.)

EXTENDED ACTIVITIES:

Study about other albinos in the National Geographic Magazine, April, 1976, pages 20-25.

After studying about other albinos, ask children the following questions:

Do albinos see as well as other animals? Why not?

What skin problems do they have?

Why is it difficult for an albino to survive?

How can we benefit from what scientists learn about albinos?

MATERIALS:

National Geographic magazine

National Geographic poster, April, 1976

THE OCTOPUS

PURPOSE:

To meet the students' expressed interest in studying about the octopus (a result of using the song "The Octopus' Garden")

To provide an opportunity for class and individual research

To provide a creative art experience using the crayon resist technique

SUGGESTED TIME: (four weeks)

CONTENT:

"The Many Armed Wonder", pages 106-109 in Precyclopedia, Volume 11

PROCEDURE:

Read the story from Precyclopedia to the class.

Using the resource books in the classroom, students look for other articles about the octopus. Students and teacher will share this information with the whole class.

Using crayon resist, each child will create an underwater scene. Display the art.

EVALUATION:

The teacher's observation of the students' verbal and non-verbal expression of learnings gained through the study

EXTENDED ACTIVITIES:

1) Students may choose to research other animals that live in the ocean. Reports, charts, and illustrations may be prepared by students to share with the class.

   Example: "A Shocking Fish" (eel) pages 78-79, Precyclopedia, Volume 11.

2) Read the explorer book, Jacques Cousteau, Allyn and Bacon, to the class. For further information about Jacques Cousteau use reference material as World Book Encyclopedia, World Book Childcraft, National Geographic WORLD magazine, and news releases of television documentaries of Cousteau's expeditions. As a means of evaluation, ask each student to record in his large composition book at least three learnings or contributions made by the scientist, Jacques Cousteau. They may illustrate these statements.

3) Use the story "Across the Ocean on a Raft", from Precyclopedia, Volume 13, pages 30-33 for a comparison with Cousteau's ocean adventures.

MATERIALS:

Explorers and Discoveries texts
Set 2: Jacques Cousteau (Allyn and Bacon, Inc.)

World Book Encyclopedia, Volumes P, C, O

World Book Childcraft

Compton's Precyclopedia, Volumes 11 and others

Making Music Your Own - Grade 1, Song "The Octopus' Garden"
Silver Burdett

heavy white art paper

liquid blue tempera paint

paint brushes

crayons

WINGS

PURPOSE:

To provide an opportunity for students to express their ideas before a group

To develop divergent and creative thinking

To provide motivation for research

To expand the vocabulary with descriptive words

SUGGESTED TIME: (no specific)

PROCEDURE:

Discussion (questions for divergent and creative thinking)

Name something that has wings.
What has very large wings?
What has teeny, tiny wings?
What has wings so tiny your plain eye cannot see them?
What can help your eyes to see wings that tiny?
What wings would you think would fly higher than any other wings could fly?
Do any wings fly clear across an ocean?
Do wings ever make a sound?
You have named many kinds of wings. Can you name something that has only one wing? Do some things have more than two wings?
Why do wings come in pairs?
Who will pretend to be something with wings, and move?
What are you and what are you doing?
(allow all the children the opportunity to move and describe)
Do wings ever move when not in flight?
(different moves might be flapping, as a rooster; spreading, as a turkey or grouse; hovering, as a hummingbird; gently undulating, as a perched butterfly; rapid fanning, as bees cooling wax; etc.)
Do wings always stick out from a body?
Are there times when wings are perfectly still?
Can wings be hidden?

Activity (creative art):

Ask the children to each make a pair of wings. Say: "Make them the most beautiful or unusual wings that anyone could imagine. If you make very large wings, you can show the details clearly. Choose any materials from the table ."

Activity (observing and describing the completed art work):

After the wings are all completed (may take two sessions) have them brought to the circle. Tape the group discussion of all the wings. Encourage description.

Later play the tape and have the children find the descriptive words. Make a list.

Activity (research):

1) Questions: What can real wings be covered with? Can we see through any wings? Do some wings fly mostly at night?

   How could we examine a real wing very carefully? (microscope, magnifying glass) Enlarged photos and drawings in books show details.

2) Assignment: Bring something for our next meeting so that we will learn something new about wings.

3) Individual research and reports may develop interest in studying butterflies and moths, birds, other flying insects, airplanes, bats, etc.

Activity (Brainteaser #1):

Display a large, black paper triangle.

Question: When can this fly? (when on the head of a witch, when it's the nose on a rocket, the tip of an arrow, etc.)

(Brainteaser #2)

Question: What can fly that has no wings? (time, kite, helicopter, derigible, etc.)

Activity (verbal application of creativity skills):

Have group sit in a circle. All will respond. Direct the questions to individuals. Say: "Pretend you are wings. What are you attached to? Are you feeling very heavy? - - or very light?

Now think about where you would fly to if you could fly anywhere, near or far away. Are you there in your imagination? How do you feel now that you are there? What do you see? feel? smell? Is someone with you? Who? Where are you? How long would you like to stay? Are you homesick?
(brainstorming - for fluency in thinking)

Let's name ways to come back to SPARK if we don't fly back."

EVALUATION:

The teacher observes:

1) each child's interaction with group members
2) his use of descriptive words

3) his creative expression through art

4) his depth of research done in class and brought from home

EXTENDED ACTIVITIES:

The following books may be used to extend the learnings as stated above:

Sounds of Language Readers:

Sounds of Numbers, pages 158-159
Sounds of Laughter, pages 115
Sounds in the Wind, pages 96-113; pages 162-163
Sounds of a Powwow, pages 140-141

Gateways to Reading Paperbacks:

Bee Man of Orn
The Adventures of Spider

MATERIALS:

- construction paper
- long pipe cleaners
- florist wire
- cloth scraps
- scissors
- tape
- glue
- stapler
- crayons
- marks-a-lots
- tissue paper
- butcher paper
- tape recorder with blank tape
- resource books: birds, etc.
- any set of encyclopedias
- Compton's Precyclopedia
- transparency: See How They Grow (the monarch butterfly and the swan) by Scholastic Book Services
- Sounds of Language readers, Holt, Rinehart, and Winston
- Gateways to Reading Paperbacks, Educational Reading Services

INSECT RESEARCH*

PURPOSE:

To find information about insects' ways of life, their habits, and their individual benefit or harm to man

To help children develop critical thinking about the benefit and the harm to man from insects

To develop an understanding of the meaning of the "balance of nature"

SUGGESTED TIME: (no specific)

CONTENT:

"Insects are said to be the most successful of all animals. They represent about eighty percent of all known animal life. They are important to man because they eat so much food."

Discussion questions:

What insect activity is most beneficial to man?
What other good do they do?
In what ways are insects harmful to man?
Explain what is meant by the "balance of nature".
Do insects adapt themselves to new surroundings easily?
What are some of the foolish beliefs people have about insects?

Activity One: collecting or observing

PROCEDURE:

Make an insect watcher's booklet. Look for as many different kinds of insects you can. Write down the things you see them doing, such as, flying, eating, laying eggs or hatching. How do you identify them?

Activity Two:

Collect and display insect eggs.

Activity Three:

Collect and display butterflies or moths.

Activity Four:

Draw a large picture of an insect showing the body parts, the legs and the antennae.

Activity Five:

Make a chart showing four insect friends and four enemies.

Activity Six:

Pretend you are living far in the future and a particular insect has so developed that it is the size of a house. Draw a picture of this insect.

MATERIALS:

construction paper

writing paper

pencils

glue

drawing paper

chart paper

National Geographic WORLD: November, 1975
March, 1975

Compton's *Precyclopedia*: Volume 1, pages 74, 75, 79
Volume 2, pages 147-149
Volume 3, pages 15-144, 147
Volume 6, pages 68-71
Volume 8, pages 32-53
Volume 10, pages 110-113
Volume 11, pages 30-35

All Color Book of Insects

All About Insects

Dictionary for Children

Blister Electric Microscope

"Teach Me About Insects" (flashcards)

*Adapted from *Curriculum Enrichment for the Gifted in the Primary Grades*.

MICROSCOPIC POND LIFE

PURPOSE:

To provide an opportunity for the children to use the microscope and magnifying glass to observe small animals in pond water

To provide an activity in which the child will investigate, make observations, and collect and record data

SUGGESTED TIME: (thirty-minute sessions)

CONTENT:

Compton's Precyclopedia, Volume 10, pages 66-69 and Volume 11, pages 22-29.

Discussion:

Compare the microscope shown in the illustration to the Blister microscope in our class. Discuss microscopic animals such as those in the article in Compton's Precyclopedia, Volume 11.

Ask each child to obtain a jar of pond water and bring it to the next class session.

Activity:

Have all the samples of the pond water poured into a large bucket. The children will observe, discuss, and list what can be seen in the water before and after it has been allowed to settle for about one-and-a-half hours. After the water has settled, have the children make several Blister specimens of pond water. They will make observations using the microscope and magnifying glass. Look for animals such as: hydra, planarian, and horsehair worm. List on paper what is in the water specimen, as seen with the microscope and magnifying glass.

Compare the three lists and discuss the findings.

EXTENDED ACTIVITIES:

1) Invite a resource person who will bring and explain a regular microscope and its use.
2) Compare specimens of tap water and pond water. This could develop into a study of water pollution, water purification systems, or related topics of interest to individual children.

EVALUATION:

The children will evaluate the effectiveness of the method they used to record their findings.

MATERIALS:

- Compton's Precyclopedia, Volumes 10 and 11
- Blister microscope
- magnifying glass
- large bucket
- eyedropper or spoon
- water smaples obtained by the children
- paper
- pencils

MOLDS

PURPOSE:

To learn that molds are almost everywhere

To learn that many molds are beneficial to mankind

Through the use of experiments, to develop the idea that molds reproduce from tiny spores

To learn that molds are tiny parasites that take their food from something else

SUGGESTED TIME: (no specific)

PROCEDURE:

Discuss molds found in the home. Make a list of the children's observations.

CONTENT:

Molds are a good study for elementary kids. No special equipment is needed and their quick growth is interesting to observe and understand. While most moldy materials in the home are discarded, children should realize that many molds are beneficial to man. From the mold Pencillium, for example, comes penicillin, a valuable medicine. Roquefort cheese gets its flavor from a mold that ripens it.

Talk about molds found at home - - an orange covered with a greenish fuzz; a piece of old bread with grown black whiskers. Kids wonder why different foods turn moldy after a certain length of time. They will be interested to learn that the fuzz on the orange and the whiskers on the bread are actually dozens of tiny spores released into the air from mature plants.

Molds are parasites that take their food from something else. Unlike green plants, they do not need light to grow, but they too must have food, water, and air. They also thrive much better in places where it is warm. Molds are everywhere in the air. They will even grow on rotting leaves, or fabric if there is moisture present. They will even grow on a shoe left in a damp, dark closet. These experiments will show kids how molds grow.

ACTIVITIES:

Growing mold in a soda pop. Pour some soda pop into two glass jars. Cover one immediately; leave the cover off the second one. In a few days mold will begin to grow in the second jar. Leave both jars in a warm place for a week or two. Mold should start growing in the first jar, too, by this time. Molds will also grow in coffee or tea, especially if sugar is added to it.

Injecting mold into an orange. Pupils can start mold growing on an orange. You will need a moldy orange and a good one. Have someone rub a needle or a nail back and forth across the green, fuzzy area on the moldy orange; then punch a small hole in the skin of the good orange and insert the needle. This injects some of the mold spores into the hole.

Turn a clear glass bowl upside down over the orange. Watch the transformation that takes place during the next week or two. First, a white spot appears where the injection was made. It begins to spread. Then the area begins to turn green in the center and soon after that it will give off small particles of dust. This means the mold has started to make spores of its own.

Have kids smell the moldy orange. It smells more like an orange thana good orange does because the mold has softened the orange peeland you are smelling the inside pulp.

Try another food. Take a fresh piece of Swiss cheese and rub some of the spores from the orange on it. To keep the cheese from drying out, put it into a plastic bag. Blow air into the bag so that it swells up like a balloon. Close the end with a rubber band and put it in a place where it won't be disturbed.

Don't expect the mold to grow on the cheese as fast as it did on the orange. An orange contains more water and sugar, making it better place for mold to grow. But it will grow on the cheese, too. When it happens, take note as to whether it looks the same as it did on the orange. If it is, you've grown the same mold on a different kind of food. If the mold doesn't look the same, it could be that spores of a different mold fell on the plastic bag.

Leave the Swiss cheese for a week or two. Other kinds of molds should start to develop too after a while.

Your kids will like to know that some molds can move. A common one, the slime mold, looks like a group of small, brown feathers. The feathers give off a brown dust that are the spores causing other molds to grow.

To grow slime mold, you will need a large plastic dish or a fish tank. Place a few layers of moist paper toweling in the bottom and on the top of this, seven or eight small pieces of rotting wood. Cover the dish or tank and leave it alone for a week or two. Make sure, however, that it stays damp.

In a couple of weeks, you should see some small slimy fans starting to form. They will probably be yellow, but some may be of other colors.

Now you are ready to find out whether the slime mold will move. Insert a pin in the wood near the fan, but not in it. After an hour, take another look. Chances are the mold has moved. In the woods, slime molds slide over grass, leaves, and logs.

Finally, the slime mold will stop moving and pile up. Shortly afterward, little capsules containing spores will appear. Look at them with a microscope. They may change colors several times before the spores dry and float off into the air to form new slime molds somewhere else.

Molds make waste disappear. If it weren't for molds, the waste carried to the garbage dumps everyday would soon spread out so far there would be no place for us to live.

Have the class pretend that a glass jar is a model of the world. Fill the jar half full of soil. Mix in some pieces of bread, paper, orange peel, twigs, and grass. Pile some of the same kind of waste on the top of the soil. Dampen the waste material but don't let it get too wet. Some air must get in; so place the lid on top of the jar without tighting it. Every few days sprinkle the waste with more water. Soon molds will form in different places. The waste material will become soft and eventually start rotting. The model will continue working - - until finally all the waste has rotted and become part of the soil.

OTHER ACTIVITIES:

Catch a Mold. Take a card from the number box. Is your number 1, 2, 3, 4, 5, 6, or 0? Tape the card to your jar. Drop a piece of bread into the jar. Put as many drops of water on your bread as the number on your card.

Carry your jar to a place in school where you think you might catch a mold. Take the lid off and wave the jar around in the air for a minute. Put the lid back on, but do not tighten it. Put it on a shelf until your next SPARK session.

Molds cannot make their own food. That is why you had to put a piece of bread in the jar. What other things do you think molds will grow on? When you get your mold started, see if it will grow on any other kind of food.

Look at blue cheese mold with a hand lens. Draw a picture of it. What color is the mold?

Read the story: MOLDY CHEESE

The first Roquefort cheese was made by accident. It was made several hundred years ago in Roquefort, a town in France.

The people in Roquefort used sheep's milk instead of cow's milk. There were no refrigerators in those days. So the people stored the sheep's milk in limestone caves in the town. The caves were cold and damp.

Milk that was left in the caves for a long time turned into cheese. The people did not know why this happened. But they liked the taste of the cheese.

Bacteria caused milk to turn into cheese around the year 1900. Molds that grew on the cheese in the damp caves were sorted and named. The name of one mold is Pencillium roquefortic. This mold gives Roquefort cheese body and flavor.

The people of Roquefort learned how to grow only this mold on the cheese during the ripening process. They still used the limestone caves to ripen the cheese. Roquefort cheese is ripened in the caves of Roquefort to this day.

Blue cheese, a Roquefort-type cheese, is made in the United States. It is made with Pencillium roquefortic. But cow's milk is used instead of sheep's milk. The next time you are in a grocery stoe, look at a package of blue cheese.

EVALUATION:

Present the following situation to the students: How would our earth look if molds stopped working? Illustrate on newsprint.

MATERIALS:

soda pop
jars
oranges
bread
cheese
coffee
tea
needle or nail
blass bowl
plastic dish or fish tank
paper towels
rotting wood
pins

*Adapted from the book People, Concepts, Processes, Science.

THE MARINE WORLD

PURPOSE:

To find information about the ways of life, habits, and characteristics of sea animals

To engage in individual research

SUGGESTED TIME: (no specific)

CONTENT:

Young Explorer's Guide to the Marine World, My Weekly Reader, guide and pictures.

PROCEDURE:

Activity One:

Display pictures of marine life and have as many as possible identified. Those readily known can be looked up in the *Illustrated Encyclopedia of the Animal Kingdom*.

Have each child choose one sea plant or creature to research. Allow time for preparation and class reporting.

Some interesting marine life for researching includes:

albatross
algae
angler
barnacle
barracuda
clam
cod
coral
crab
crinoids
deep-sea spider
deep-sea squid
dolphin
dory
eel
flaming prawn
flounder
flying fish
haddock
hatchetfish
herring
herring gull
jellyfish
kelp
laternfish
lobster
mackerel
marlin
octopus
oyster
plankton
ray
sailfish
sandworm
sea bass
sea fan
seahorse
sea snake
sea urchin
shark
snail
squid
starfish
swordfish
tuna
viperfish
whale

Activity Two:

As a group, make a large mural. Have each child draw and color the sea plant or creature he researched. After all drawings have been completed, paint over the entire mural with blue watercolor or tempera creating a nice underwater scene using the crayon-resist technique.

MATERIALS:

The Ocean World, Scholastic Services (poster)

Young Explorer's Guide to the Marine World, My Weekly Reader

The Illustrated Encyclopedia of the Animal Kingdom

Compton's Precyclopedia

World Book Encyclopedia

Ranger Rick's Nature Magazine, June, 1977

National Geographic WORLD: August, 1976
October, 1976
January, 1977
May, 1977

Highlights magazine: June and July, 1974
October, 1975
May, 1976
August and September, 1976
April, 1977
May, 1977

paper

crayons

pencils

blue watercolor or tempera

brushes

WHAT IS A TAIL?

PURPOSE:

To find out why and how animal tails are different

To provide an opportunity for research

To provide an opportunity for the children to predict

To provide an opportunity for students to share

SUGGESTED TIME: (no specific)

PROCEDURE: Discussion

Conduct a class discussion about all kinds of animal tails. Then ask the students to stretch their imagination and think of as many uses as they can for animal tails. Pretend that you are an animal with a tail. What would you want your tail to do for you? In five minutes time have students share orally and make a master list on the board. See if the sharing has triggered their imaginations. See if they can increase their list by adding an idea of which no one else has thought.

CONTENT:

A tail is fluffs of fur. It is tufts of feathers; barbs and bristles; quills and spikes; scales and joints. But a tail is more than this.

A tail is a tool. It is an animal's helper. It helps him in his way of life. It helps him in his struggle for survival.

A tail is a club for the alligator. His long, powerful tail is a weapon. On land he lashes at his enemies with it. He can knock them off their feet and even kill them with a blow from his tail. In the water his tail is his propeller. It helps him to swim with speed and skill.

The porcupine's tail is a club too - - a quill-filled club. Usually, the quills lie flat, but when the porcupine is angry he raises them. He slaps and lashes with them. When they touch his enemy, they stick into the flesh. The sharp points go deep and sometimes cause death.

A tail is a rope - - for the spider monkey. He hangs from branches by his tail and swings back and forth. He takes eggs out of nests and picks fruit from trees with it. So useful is his tail that it is often called the monkey's fifth hand.

The opossum also uses his tail as a rope. He winds it around tree branches and hangs upside down. Then he reaches out with his feet and gathers fruit.

A tail is a signal - - for the pronghorn. When the long, stiff patches of hair in the tail area are raised, the reflection can be seen for miles. The flashing light warns other pronghorns that danger is near.

The beaver also uses his tail as a brace. While he gnaws at trees with his sharp, chisel-like teeth, he sits on his hind feet and braces himself with his tail. In the water it is his paddle. It also steers him this way and that way.

Skunks use their tails as signals. Under the bushy tail of the skunk are two small glands which have a sticky, bad-smelling liquid. When the skunk is angry or frightened, he will turn his back, hold his tail up high, stamp his feet and growl. Then he will shoot the liquid. If it gets on your skin, it will burn. If it gets on your clothes, you will have to get rid of them. When you see a skunk raising his tail, you had better run!

A tail is a pantry - - for the fat-tailed sheep. Fat Tails live in some parts of Europe, Africa, and Asia. They use their long, plump tails as storage places for fat. When there is plenty to eat, they store layers of fat in the tissues of their tail. Then if food is scarce and they are hungry, they use the fat. Sometimes these tails get so heavy that shepherds make little carts to carry them. The sheep pull the carts wherever they go and the tail is not injured.

A tail is an umbrella - - for the giant anteater. When it rains, the anteater spreads his large, bushy tail over him like an umbrella - - it keeps his body dry. When he goes to sleep, he puts his tail over his body and it shelters him. The color of his tail blends with the color of the bushes, and this helps to hide him from his enemies.

The kangaroo uses his tail as a balance. He is a high jumper and a fast runner. He can cover twenty-five feet in one big hop. He can run faster than a dog or a horse. When he jumps or runs or hops, his long, strong tail balances him. When he is resting, he sits on his tail and his hind legs using them as a three-legged stool.

A tail is a blanket - - for the gray squirrel. His long, bushy tail looks almost as big as he is. When he holds it up over his back, it helps protect him. In winter when he is asleep in his nest, he wraps it around him to keep warm. The squirrel's tail is also useful when he jumps. And when he falls, it helps him too. It is his parachute and protects him from being hurt.

A tail is an electric current - - for the South American electric eel. This slippery fish catches its victims and escapes from its enemies by giving off such strong shocks that small animals are killed and larger ones are knocked unconscious.

A tail is a trick for the glass snake lizard to play on his enemies. This snake-like lizard has a tail that is twice as long as his body. It is as brittle as a dry twig. When grabbed from behind, the lizard drops his tail. It keeps on wiggling and holds the attention of the enemy. Then the lizard escapes. After sometime he grows a new tail.

Whatever kind of tail an animal has, it is the tail that he needs for his way of life.

Dotted or spotted, furry or smooth, the tail he has is the tail he would choose. Smooth or bristly, bushy or slim, the tail he has is the right one for him.

THE TAIL SWAP

Motivation

Read these verses to the children:

The beaver longed to have a tail
Not quite so short and flat.
The Spider monkey swapped with him;
It didn't stop with that!

The animals all joined the fun
And swapped their tails around.
They thought a tail was just a tail,
But this is what they found - -

The beaver dangled overhead
And gnawed the trees into.
He felt quite silly when he fell;
And why not - - wouldn't you?

The monkey with a beaver's tail.
Could never climb a tree.
So fruit and eggs were out of reach,
While he watched - - hungrily.

Let the children discuss and enjoy these humorous verses.

In the verses we shared about the beaver and the monkey, these animals swapped tails. I want each of you to predict which tails the other animals might have swapped in the rest of the verses. Use your imagination, paper and crayons to illustrate your ideas.

After the children have illustrated their swaps, let them share them with the class. Then read the entire poem, "The Tail Swap", to the class.

A TALE ABOUT TAILS

The beaver longed to have a tail
   Not quite so short and flat.
The spider monkey swapped with him;
   It didn't stop with that!

The animals all joined the fun
   And swapped their tails around.
They thought a tail was just a tail
   But this is what they found - -

The beaver dangled overhead and
   Gnawed the trees into.
He felt quite silly when he fell;
   And why not - - wouldn't you?

The monkey with a beaver's tail
   Could never climb a tree.
So fruit and eggs were out of reach,
   While he watched - - hungrily.

The robin with a squirrel's tail
   Could hop but couldn't fly.
For feathers and not fluffy fur
   Keep robins in the sky.

The lion took the robin's tail
   And put it to the test.
He tried to soar, gave one loud roar,
   And landed in a nest.

The skunk put on the lion's tail
   And carried it with pride.
The beasts all thought it was a joke.
   And laughed until they cried.

The squirrel chose the skunk's fine tail,
   And when the air had cleared,
He tried to show it to his friends,
   But they had disappeared.

Some animals were hungry, cold;
   And some got scared and hid.
But in the end they worked it out.
   Do you know what they did?

Each animal took back his tail,
   And having done so, each
Had learned a simple lesson that
   Mistakes can sometimes teach:

"The tail I took just couldn't seem
   To do as it was told.
And now I wouldn't swap my own
   For one made out of gold."

EXTENDED ACTIVITY:

The class will see the sound-filmstrip Tail Twisters, (Bowmar Series) which presents information about how animals use their tails. The story poems and illustrations in the book and filmstrip are by Eileen Fisher. Students will enjoy individual use of the book and cassette.

EVALUATION:

What did you learn about animal tails?

Did you enjoy this unit on tails?

What would you like to study next?

Why is it important to study how animals use different parts of their bodies?

Which animal tail interested you the most? Why?

MATERIALS:

Compton's Precyclopedia, Volume 1

Highlights magazine, January, 1966

paper

crayons

transparency

Bowmar Nature Series: 10 filmstrips, cassettes, and books

MATERIALS USED IN THE DEVELOPMENT OF THE SCIENCE CURRICULUM AREA

Four Season's Library
   Scholastic Book Services

Sounds of Language readers
   Holt, Rinehart, and Winston

Science Words
   Harper and Row

Kid's Stuff: Creative Science Experience for the Young Child

How to Read Science
   Harper and Row

Special Practice Books
   Scott-Foresman Company

Phuzzles Photo Puzzles
   Golden Press

101 Wonders of America
   Country Beautiful Corporation

Elementary Science - How to Construct and Use Teaching Aids
   Denison

Spice Series: *Probe*
   Educational Service Incorporated

Precyclopedia
   Compton

Additional children's selected library and reference books

BOOKS AND CASSETTES:

Now You Know About Animals
   Bowmar

PERIODICALS:

National Geographic WORLD
Highlights for Children
Ranger Rick
Cricket

STUDY PRINTS:

Understanding Your Environment: *Pictures That Teach*
  Silver Burdett

Basic Science Series: Familiar Cloud Formations
  Geography from Space
  Singer (SVE)

18 Best-Loved Bird Paintings - Audubon
  Book Enterprises Incorporated

Dinosaur Prints
  Scholastic Services

FILMSTRIPS:

Wonders of Science Series:
  Balloons and Bubbles
  Flash, Crash, and Glow
  Our World of Light
  Blowing Sands
  Magnets Push and Pull
  Water Servants to Man

  Troll Associates

FILMSTRIP AND CASSETTES:

Our Urban Needs: Sanitation
  Singer (SVE)

What is a Conservatory?
  Hubbard

The Ways of Animals - Nature Series
  Ten books, filmstrips and cassettes
  Bowmar

Readiness Globe
  Nystrom Company

U. S. Raised Relief Map
  Nystrom Company

Action Map - U. S. Floor Map
  Denoyer-Geppart

Classroom musical instruments

Blister Electric Microscope
  General Science Company

Transparency: See How They Grow
   Scholastic Services

Dukane Cassette AV Matric

Record player

Tape recorder

Headphones

Typewriter

Jumbo Wall Thermometer

Horeshoe and bar magnets

Magnets are Fun
   Box of magnets and teacher's guide
   Ideal Company

Magnetic compass

Magnifying glasses

Lux minute timer

MUSIC CURRICULUM AREA

LEARNER GOALS FOR THE

MUSIC CURRICULUM AREA

1. To provide opportunities for experiencing music through listening, singing, playing instruments, moving, and creating.
2. To develop individual potential for gaining knowledge of music through the activities named in the first objective.
3. To develop basic concepts of the elements of music (rhythm, melody, harmony, expression, style) through perceiving, exploring, and analyzing these as parts of which constitutes the musical "whole".
4. To develop an awareness of major composers, past and present; significant musical works; styles of performance and major performers; and the significant contributions these have made to society.
5. To develop knowledge of the media by which music is performed (voice and instrument identification).
6. To develop positive attitudes, habits, and values so that the validity of the expression of man's experiences through music can be reocgnized and appreciated.
7. To recognize the child with unusual talent and to encourage further specialized opportunities.

MAKING MUSIC YOUR OWN, GRADE ONE

Silver Burdett Company, 1974

(Teacher's guide, recordings,
and student textbooks)

This music series can be utilized in a primary gifted program and presented in the planned sequence of the teacher's guide, adapted to meet the particular needs of a class. Teachers should vary the use of the recordings for correlation with other units of study and activities throughout the year.

MEET THE INSTRUMENTS

Bowmar Records

(Posters, filmstrips, recordings,
and student study prints)

This kit provides the teacher with the materials necessary to develop the ability of the child to recognize the instruments of the orchestra, by name and sound. The kit should be used according to the interests and needs of a particular class.

During the course of a year's time, experiences should be planned which will allow for at least one instrument from each section of the orchestra to be demonstrated for the children.

OUTLINE OF A TEACHER'S RESOURCE BOOK

The following outline, pertaining to the use of the Orff instruments in the classroom, is taken from the book Orff and Kodaly Adapted for the Elementary School by Wheeler and Raebeck. William C. Brown Publishers.

I. Read the introduction: The Orff and Kodaly Approaches. Pay attention to the basic objectives under the Orff approach. (page xix) See second subtitle, page xx, Unique Devices (4. use of unique Orff-designed instruments).

II. Sequence of activities using Orff and Kodaly (page xxvi). General teaching suggestions, pages xxvi and xxvii.

III. PART I - Speech and Rhythm: pages 1, 2, and 3.

IV. As a teacher, study Chapter 1, page 5 and Chapter 2, page 18 for basic understandings of rhythms, bodily movements, etc. These chapters may require professional in-service for the classroom teacher.

V. Page 24, using names of children to develop a feeling for accent and meter. Rely on echo-clapping from the teacher at the beginning.

VI. Chapter 4, page 63. Read and study. May require in-service, etc.

VII. Chapters 5 and 6 can both be used in their entirety, providing the teacher reads, studies, and selects the lessons and activities that meet the needs of the children and are comfortable for her to carry out.

VIII. Omit Chapter 7 (too demanding on teacher and children at this level)

IX. PART II - page 123. Requires in-service professional training for the teacher.

See Basic Objectives, page 124.
See Introducing the Orff Instruments to Children, page 125.
Chapter 8, page 129; again, select according to the guides in No. VII above.

X. APPENDIX 1 - page 283. Read and study.

XI. APPENDIX 2 - page 290. Nursery rhymes and proverbs.

READING AND SINGING

PURPOSE:

Singing traditional songs while following the printed page

Linking language to the rhythmic pattern of a melody

Using music as a vehicle to the development of basic reading skills

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Sounds I Remember, (pages 10, 16, 30, 36, 38, 49, 54, 56, 58)

PROCEDURE: (whole class)

1) Class participates in singing and following the printed pages of the songs contained in the textbook.
2) Discussion of and further development of the songs. For example: "Spoonful of Sugar", page 54, from Mary Poppins. Use recording of soundtrack and/or book.
3) Other examples of singing and reading in the Sounds of Language readers with topics of interest for development:
    a) Sounds of Numbers, pages 130, 134 (folk songs), 160.
    b) Sounds of A Hound Dog, page 156 (Composer: Leonard Bernstein)
    c) Sounds In the Wind, page 44 (a round), page 66 (Christmas)
    d) Sounds of a Pow-wow, page 18 (Valentine), page 58 (World War I song), pages 63, 80 (traditional melodies) page 124 (Halloween), page 178 (Sound of Music recording, resonator bells, alto xylophone, glockenspiel), page 192 (Christmas), page 200.
    e) Sounds of Laughter, page 38, page 94, (Mary Poppins) page 152 (Thanksgiving)

EVALUATION:

1) Teacher observation for determining a child's basic reading skills, and teacher recognition of the need to provide for a child with unusual musical interest and talent

MATERIALS:

Sounds of Language readers, levels 1-8

Recordings

Compton's Precyclopedia and other reference books

Orff instruments

COMPOSERS

PURPOSE:

To acquaint the child with at least one major composer of each major stylistic period

To help students identify at least one composition of each selected composer

To draw relationships between the expressive qualities of the selected music and the life of the people at the particular time of composition

To draw comparisons between the characteristics of style of one composer's work of a period in relation to another composer's work of another period

To aid students in clarifying the values demonstrated by each selected composer in achieving his creative accomplishments

SUGGESTED TIME: (no specific)

CONTENT:

Style: Contemporary

Composer: Igor Stravinsky

Field trip: A dance studio

The class watches a lecture/demonstration of techniques of ballet given by a local dance teacher and student. The students are told and shown the steps necessary in pursuing the technique of learning ballet. Various styles of music are used in the demonstration. The ballet teacher tells about the Russion-born composer, Igor Stravinsky, and his contributions to ballet:

Stravinsky was born in Russia in 1882. He studied under the Russian composer, Rimsky-Korsakov. In 1914 he moved to Switzerland, in 1920 to Paris, and in 1940 he came to the United States (geography). He became a United States citizen in 1945 (political science). Stravinsky first gained international fame for his ballets. Most of Stravinsky's ballets are based on Russian folklore. In his music he chose models of the past, as Mozart, as well as developing compositions based on Schonberg's 12-tone technique (contemporary).

Stravinsky died in 1971. Some of his ballets most performed today are Petrouchka, The Soldier's Tale, The Rite of Spring. At the first performance of The Rite of Spring the audience rioted, and threw objects at the orchestra, because of the unconventional sounds of the music (contemporary).

EXTENDED ACTIVITIES:

1) Research the life of the composer Igor Stravinsky (as a class and individually). Use the selection: "The Devils Dance" from the ballet The Soldier's Tale. Discuss the dynamics of the piece. Compare to a comparable energetic composition of an earlier composer. Discuss the unusual use of instrumentation as compared to the simplicity of the instrumentation in Bach (no percussion).
2) Encourage the students to attend local ballet productions. Keep a "Fine Arts" bulletin board where the teacher and the class can post newspaper articles, programs, etc. announcing time and titles of local Fine Arts productions.
3) Study other Russian composers that have contributed to music for children, as Sergei Prokofiev, (Peter and the Wolf), Tschaikovsky (The Nutcracker Suite).
4) Have a chart that lists the major composers studied in chronological order. Put name, date of birth, and death.
5) Select 12 resonator bells. Give each bell a number from 1-12. Using 12 children, each child has a bell. One child or the teacher may be recorder (black board). Illustrate 12-tone construction by allowing them to create a melody without repeating a bell until all 12 bells have been used. Call out a number, recorder put it on the black board, etc. until all bells are used as 5, 7, 3, 8, etc.

EVALUATION:

Through discussion and ability to perform the planned activities

MATERIALS:

Compton's Precyclopedia, Volume 14

World Book Encyclopedia, Volume 18

Silver Burdett recordings of Making Music Your Own, Grade One

Readiness Globe

daily newspaper

Time Magazine

recordings of ballets

resource personnel from local ballet companies

chart or tagboard

marks-a-lot

Four other major composers are studied in Grade One. The following chronological outline gives the style represented, content, suggested activities and materials to use to introduce these composers to the students. SPARK students should have further opportunities in each succeeding grade to reinforce all musical learnings represented through the study of any major composer.

1) Style: Baroque

Composer: Johann Sebastian Bach

Content: Book and record: "Walt Disney Presents: "The Great Composers"

World Book Encyclopedia

Record: "Switched - on Bach" Columbia

Record: "Julian Bream: Baroque Guitar", RCA

Suggested Activities:

Introduce Bach with the unique sound of the Moog synthesizer in the recording "Switched - On Bach". Give facts about Bach through the Walt Disney record and reference books. Visit a church or fine arts center to hear Bach's music performed on a pipe organ. (religion)

Invite a musician, student or parent to perform a composition by Bach on any other instrument.

Visit a fine arts center to hear Bach's music performed on harpsichord. Research harpsichord. Compare to piano and organ.

Visit a fine arts center for a demonstration of a Moog synthesizer. (electronics, an instrument used in rock music) Compare the sizes of synthesizers as related to a musician's need and ability to afford.

Compare the length of Bach's life to the other composers being studied.

Value clarification activity:

Group discussion of a famous and successful composer who died without knowing or receiving fame. (as compared to today's astronaut; as compared to Stravinsky, because of communication skills)

2) Style: Classic

Composer: Franz Joseph Haydn

Content: Book and records: "Walt Disney Presents: The Great Composers"

World Book Encyclopedia

Joseph Haydn was referred to as "Papa" Haydn, or "father of the symphony". He met Mozart in 1781, and it was the most lasting friendship of his life. He recognized in Mozart a genius greater than his own. He composed the Austrian national anthem. (history) His music carried him to fame throughout Europe, but he remained a simple man, often working sixteen hours a day on compositions. For a musician of his day, he was famous and rich, but he did not deviate from his habits of hard work. (value clarification)

Provide many opportunities for the children to listen to compositions by Haydn (recordings, live performances, etc.)

3) Style: Classic

Composer: Wolfgang A. Mozart

Content: Book: Men of Genius: Mozart, McGraw-Hill Company

Compton's Precyclopedia, Volume 10

World Book Encyclopedia

Mozart can be presented as a composer who conquered the musical world when he was still a child, age 10. He began showing signs of musical genius at age 3 by picking out notes on the harpsichord being used by his father to give lessons to his older sister. His father planned a concert tour for him at age 6. Mozart lived up to everyone's conception of the complete artist. He loved life, people, gaiety, dancing, and above all, music. Financial security did not come with success. (value clarification) He died at age thirty-five but he had lived more than most men twice his age. (quantity of work compared to years lived)

Suggested activities:

Introduce Mozart by having an elementary student pianist perform one of his earliest compositions as "Sonatina", composed at age 5. Provide many other opportunities for the students to hear music written by Mozart. Include various examples of media (piano, orchestra, vocal) as the record: "The Swingle Singers: Anyone for Mozart?" by Philips records.

Group discussions:

Compare the length of Mozart's life to other selected composers. Compare the success experienced during his musical career to his loneliness at the time of his death. (emotions) Research and discuss the meaning of the word genius, as used in any kind of work.

Globe skills:

Locate the countries where Mozart performed concerts.

History:

Compare Mozart's dress to George Washington's dress. Mozart lived during the time of American Revolution.

Instruments and Sound:

Compare Mozart's piano to Stravinsky's piano, according to size and sound.

4) Style: Romantic

Composer: Ludwig Van Beethoven

Content: Book and record: "Walt Disney Presents - "The Great Composers"

Compton's Precyclopedia, Volume 2

Beethoven's Father was a brutal, selfish man who forced his son Ludwig to study piano in the hope he would become a child prodigy because of the money it would bring from performances. His father knew of the large fees Mozart received as a child performer. Ludwig's home life was unhappy because of his father, but he worshipped his mother who was patient and understanding. When Ludwig was eight, his father arranged for his debut on the concert stage. In later years he was given a chance to visit Vienna and play for Mozart, his idol. Mozart commented favorably on Ludwig's playing and his career seemed to be moving ahead. He studied for awhile under Joseph Haydn. The overpowering tragedy of Beethoven's life occurred in 1801 when he began to notice he was growing deaf. The fear that he would be unable to hear his own notes drove him to the piano to compose with fury. As the years enclosed him in a tomb of total deafness, he became withdrawn. In 1818 he entered his last productive phase. He composed the "Ninth Symphony" which contains Schiller's poem "Ode to Joy" in the last movement. He was completely deaf when he wrote and conducted the "Ninth Symphony". Beethoven was a tragic genius who never took a backward step.

Suggested activities:

Introduce Beethoven using the recording and book: "Walt Disney Presents: The Great Composers". Add other events of his life as acquired from reference materials (Compton's World Book, etc.). The class will recognize the opening theme (four-note pattern) of Beethoven's Fifth Symphony from hearing it on television used in background music and commercials.

Group discussion:

Deafness caused Beethoven to be misunderstood (his actions reflected his fear and frustrations) (handicapped people - value clarification)

Compare Beethoven's financial security to Mozart's. Beethoven was able to support himself financially as an independent musician (selling compositions, performing). In Mozart's day, he was paid to compose and perform for the courts. The results of the French Revolution, with the rise of the working class of people, began to allow portions of the society other than the rich to experience a life that was more than work (use of Schiller's poem, "Ode to Joy").

Provide many opportunities for the students to hear music composed by Beethoven (recordings, live performances, etc.)

Individual children may choose to do at-home research on any composer presented in class. They may choose to make posters, write stories, etc. to accompany their research.

Through class discussions, encourage students to be curious about any music they hear as to instrumentation, sounds, composers, style, and etc.

MUSIC MAKERS

BY JAMES R. HANING

Connect the letters across, down, or diagonally, forwards or backwards, to spell musical instruments.

T	R	O	M	B	O	N	E	N	O	I	R	A	L	C
E	E	V	A	P	F	I	D	D	L	E	N	T	E	L
P	R	N	R	M	G	B	E	R	Y	L	T	L	D	A
M	E	A	R	C	V	U	P	L	C	V	L	U	L	R
U	H	L	N	O	C	P	I	C	C	O	L	O	L	I
R	T	M	A	R	C	B	P	T	O	J	N	A	B	N
T	I	M	G	V	L	B	G	N	A	S	R	M	U	E
N	Z	N	R	O	H	X	A	S	C	R	L	B	G	T
I	B	C	O	X	E	I	B	S	V	K	D	C	L	E
L	A	B	U	T	P	B	A	S	S	O	O	N	E	L
O	A	M	U	N	R	C	L	M	P	E	B	V	E	E
D	Z	L	R	N	R	O	H	T	L	A	O	F	M	L
N	F	O	O	S	L	O	B	M	Y	C	I	B	Y	U
A	H	T	Z	I	T	H	E	R	X	F	X	Z	O	K
M	U	R	D	L	V	I	O	L	I	N	L	E	K	U

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T	R	O	M	B	O	N	E	N	O	I	R	A	L	C
E	E	V	A	P	F	I	D	D	L	E	N	T	E	L
P	R	N	R	M	G	B	E	R	Y	L	T	L	D	A
M	E	A	R	C	V	U	P	L	C	V	L	U	L	R
U	H	L	N	O	C	P	I	C	C	O	L	O	L	I
R	T	M	A	R	C	B	P	T	O	J	N	A	B	N
T	I	M	G	V	L	B	G	N	A	S	R	M	U	E
N	Z	N	R	O	H	X	A	S	C	R	L	B	G	T
I	B	C	O	X	E	I	B	S	V	K	D	C	L	E
L	A	B	U	T	P	B	A	S	S	O	O	N	E	L
O	A	M	U	N	R	C	L	M	P	E	B	V	E	E
D	Z	L	R	N	R	O	H	T	L	A	O	F	M	L
N	F	O	O	S	L	O	B	M	Y	C	I	B	Y	U
A	H	T	Z	I	T	H	E	R	X	F	X	Z	O	K
M	U	R	D	L	V	I	O	L	I	N	L	E	K	U

MATERIALS USED IN THE DEVELOPMENT OF
THE MUSIC CURRICULUM

Making Music Your Own
  Grade One, student texts, 1974 edition
  With teacher's guide and recordings
  Silver Burdett

Sounds of Language readers
  Holt, Rinehart, and Winston

Orff and Kodaly Adapted for the Elementary School
  Wm. C. Brown Company

Peter and the Wolf
The Sorcerer's Apprentice
  Silver Burdett Company

Star Spangled Banner
  Doubleday and Company

Precyclopedia
  Volumes 1-15
  Compton

Highlights: Biographies of Great Composers

Highlights for Children magazine

Additional children's selected library and reference books

Orff Instruments, Group A:

One alto xylophone
One glockenspiel
One tambour
One triangle
One woodblock
  Orff Schulwerk

Classroom Instruments:

Fifteen-chord Chromaharp
Resonator Bells (20)
Eight-inch Tambourine
Eight-inch Tuneable Mano Hand Drum
Large Wood Guiro
Rhythm Band Incorporated

Meet the Instruments Kit
Posters, study prints, filmstrips, and record
Bowmar

Selected recordings

Dukane Cassette AV Matric

Record player

Tape recorder and blank cassettes

One stereo headphone

ART CURRICULUM AREA

LEARNER GOALS FOR THE ART CURRICULUM AREA

1. To provide opportunities for the child to satisfy art as a deep human need.
2. To encourage creative expression as a means for the child to reveal his mind, heart, and imagination.
3. To use the expression of art to further the development of the child's feelings of personal worth, uniqueness, dignity, and integrity.
4. To provide varied art materials that allow the child to explore the elements of art (color, design, media, texture, style, line, balance, shape, form, processes).
5. To acquaint the child with the lives and contributions of famous artists, past and present.
6. To encourage the use of art in leisure time.
7. To use art experiences to further develop the skills of observation, judgment, and evaluation.
8. To recognize the child with unusual talent and to encourage further specialized opportunities.

JOHN J. AUDUBON

PURPOSE:

To see in Audubon's life an example of success after initial failure

To use this artist's life as a model for valuing an unusual ability or talent within one's self and developing a determination to nurture and use this talent

To develop an appreciation of the beauty and life-like style of Audubon's paintings

To acquaint the children with an artist who lived and worked in Louisiana

SUGGESTED TIME: (no specific)

CONTENT:

The story "The Boy Who Hated Cages" from Compton's Precyclopedia

Information on Audubon's life from World Book Encyclopedia

Set of prints of Audubon's bird paintings

PROCEDURE:

Read to the class "The Boy Who Hated Cages" from Precyclopedia Volume B, pages 108-111.

Discussion (values):

> Ask: Where might the family have gotten these birds? Who may have fed them and cleaned the cage? Do you feel that John had the right to let the birds go free? What feelings had John experienced for a long time? When do you suppose he had made the bird sketches which he showed his father?

Display and have a discussion of the Audubon bird paintings. Observe that the birds were painted in their natural settings.

As children share their research reports, they will discover that this artist spent years in Louisiana observing and painting birds and other wildlife.

EXTENDED ACTIVITIES:

Use the globe and floor map at every opportunity to locate where Audubon was born, where he worked and traveled in the United States and Europe, the area in Louisiana where he lived and worked for a period of time, and the Audubon Zoo in New Orleans, etc.

Take a field trip to a museum to see a collection of Audubon's bird and animal prints.

Take a field trip to a local art exhibit (for an opportunity for the child to compare art styles).

Children may make posters at home or at school which show the shape of the state of Louisiana.

MATERIALS:

Compton's Precyclopedia, Volume B, pages 108-111

18 Best Loved Bird Paintings, John J. Audubon
Book Enterprises, Inc.

World Book Encyclopedia, Volume A

globe

maps

Audubon "On the Wing", National Geographic, Volume 151, February, 1977

WINSLOW HOMER

PURPOSE:

To acquaint the child with the life and works of a famous American artist

To provide a study of a particular style of art for the child to use as a comparison in his continued learnings in the area of art

SUGGESTED TIME: (30 minutes)

CONTENT:

Tell or read the story of the life of Winslow Homer, adapted from American Life in Art, teacher's guide, and the book Famous Artists of the Past.

Emphasize that Winslow Homer's greatest contributions to art have been in the medium of watercolor.

PROCEDURE: (whole class)

Show the children several examples of art prints by Winslow Homer. Tell the story of the artist's life (based on material given in content). Provide time for group discussion concerning the artist, the style, and the themes of the paintings.

EXTENDED ACTIVITIES:

1) Field trip to a local art exhibit. Compare the watercolor paintings in the exhibit with similar works by Winslow Homer.
2) Provide an opportunity for the students to use watercolors for painting.
3) Encourage individual research about another artist that lived at the same time as Winslow Homer, in America or another country. For example: the artist - Fragonard. Print of "Young Girl Reading", painted in 1776, "Highlights for Children" magazine.
4) Compare the stylcs of Winslow Homer and John J. Audubon (lifelike paintings of familiar surroundings).
5) Compare the style of Winslow Homer to the artist Pieter Bruegel, using the Scholastic print "Children's Games" and the story of Bruegel and the print from the Highlight Magazine, August - September, 1975.

EVALUATION:

Teacher observation, during the initiated activities, of the child's ability to compare two styles of paintings. Teacher recognition of the need to provide for a child with unusual artistic interests and talent.

MATERIALS:

American Life In Art, 12 prints with teacher's guide, Scholastic Book Services

Famous Artists of the Past, Platt and Munk

Compton's Precyclopedia

Highlights For Children, August-September, 1975 and October, 1976

Sounds of Language readers, examples of watercolors

"Children's Games", Scholastic Services

"Four Paintings" Scholastic Services

INFORMATION FOR THE DEVELOPMENT OF OTHER ART TOPICS AND ACTIVITIES

1) Topic: Method of coloring Easter Eggs from the country of Armenia

Content: Highlights for Children magazine, April, 1976

Activity: Tell the story of how the Armenians colored eggs. Allow the class to develop a "recipe" for this method. The student may copy the recipe to take home. Encourage the students to perform the activity and bring an example of the colored egg to class.

2) Art medium: woodcuts

Content: Famous Artists of the Past, story of the artist and examples of a woodcut, pages 26-29. Woodcut examples in the books: Questions and Answers About Seashore Life, Scholastic Services; Sounds of Laughter, pages 56-67 and 96-113; Sounds of Numbers, page 102. Field trip: woodcuts in a local art exhibit.

3) Activity: Dictated art

Content: "K-3 Bulletin", March, 1976, page 9.

4) Content: "Animal Fables", 6 filmstrips (Coronet)

Example of art activities: oragami, cloth collage, montage, puppets, pictures using color to depict mood. Suggestions for developing these activities in the classroom are given in each sound filmstrip.

5) Content: Sounds of Language Readers, Levels 1-8

Activities: Use the art represented in these textbooks for:
1) activities that encourage elaboration and originality
2) examples of art prints
3) examples of art media
4) the development of the aesthetic value of art that accompanies the printed page

6) Content: Field trip to an art exhibit or museum

Activity: Following the viewing of an art exhibit, begin to develop the basic techniques used in displaying one's art. For example: art work is titled or untitled; the artist's signature is usually visible; the background materials used in staging the exhibit are planned, etc.

7) Topic: Peel a Picture

Content: Highlights Magazine
November, 1975
page 40

Activity: Save scraps of contact paper and recycle them into a beautiful picture. Cut different shapes from the contact paper and peel of the backing. Stick the cut shapes of contact paper to a piece of cardboard.

Paint over the whole picture with poster paint, acrylic paint, or markers.

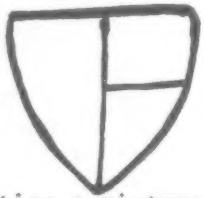
Let dry, then carefully peel off the contact paper.

A three color effect can be achieved by repeating the process using different shapes and placing them differently.

8) Topic: Initial Shields

Content: Highlight Magazine
January 1976
page 40

Activity: Cut a piece of Oak tag, cardboard, or white construction paper in the shape of a shield about 18 inches high. Divide the shield into three sections.



In the largest section a picture or design can be created by posting down a variety of scrap material, circles or strips. In the upper smaller section, a picture can be colored or painted. In the lower section paste your initials cut out of black construction paper. The finished product can be quite colorful and unique.

9) Topic: Art Museum

Content: Book: Norman the Doorman by Don Freeman, Educational Reading Services

Activity: Read the book to the class prior to going on a field trip to an art exhibit or museum. A group discussion would provide an opportunity for the teacher and the class to gain knowledge of the benefits and pleasures of art exhibits.

10) Topic: Sculpture and Sculptor

Content: Using reference books in the classroom introduce the art medium of sculpture and the meaning of sculptor.

Activity: Using a flour, salt, and water dough recipe, allow each child to be a sculptor. This activity may be done in December, using Christmas figures or symbols as the subjects for a sculpture. The child may make a card to accompany or place beside his sculpture. Example: an original design created by ___________, date, etc.. The child may choose to use this sculpture as a gift.

11) Technique: Crayon Resist

Procedure: Draw a picture with crayons, bearing down very hard on the paper. Then coat the page with a thin tempera paint wash. The tempera will cover all of the paper except for the crayon drawing.

This is especially suitable for illustrating the underwater home of the octopus or other sealife. Use heavy white art paper, crayons, and blue tempera.

12) Topic: Transfer a Design

Purpose: The ability to see and draw one-half of a design on a sheet of art paper

Content: From an art coordinator, Calcasieu Parish Schools, 1976-1977

Procedure:
1) Discussion of the ability to see and draw one-half of a design or object. For example: a butterfly.
2) Fold 9 X 12 white art paper in half.
3) Draw one-half of butterfly on right side of fold. Use crayola and make the outline and center markings very heavy.
4) Fold the left side over the right side.
5) Using edge of scissor handle or other blunt metal object, rub on the top of the paper until the design transfers to the left side of the paper.
6) The child opens the paper to check for tranfer. For greatest effect of purpose, do not allow the child to darken the left side. He needs to see the process!
7) Other interesting things to draw: ladybug, rainbow, etc. .
8) Instead of a design or object, have the student write his name.
9) May be correlated with Science Curriculum area.

13) Topic: Designs using a compass and ruler

Content: Introduce the math tool - the compass - to the children; it is to be used to make a perfect circle.

Activity: Introduce the compass and have each child use one to make a circle on white art paper. Show them how to vary the size of the circle. Then each child will use a ruler to draw lines across the circle. Marks-a-lots may be used to color the areas between the lines.

MATERIALS USED IN THE DEVELOPMENT OF THE ART CURRICULUM AREA

Sounds of Language readers
Holt, Rinehart, and Winston

Making Music Your Own
Student texts
Silver Burdett

Scholastic Paperbacks (selected titles)
Scholastic Book Services

The Best in Children's Paperbacks, K-3
Educational Reading Services

The Story of Art for Young People
The Story of American Art for Young People
Pantheon Books

Additional children's selected library and reference books

ART PRINTS:

Pilgrim Portfolio
American Life in Art
Children's Games
Four Paintings
Scholastic Book Services

18 Best-Loved Bird Paintings
Audubon
Book Enterprises Incorporated

FILMSTRIPS AND CASSETTES

Animal Fables
Coronet

What is a Museum of Fine Arts?
Hubbard

The Art Box - Primary
Educational Insights Incorporated

Consumable art supplies

Easel
Dukane Cassette AV Matric
Record player
Tape recorder
Typewriter

GRADE TWO - CURRICULUM

SPARK RULES FOR DISCUSSIONS

Talk when the traffic is clear. (no need to raise your hand)

Talk briefly. (other members need a chance)

Stick to the subject.

No side conversations. (you are part of the whole group)

Listen to others carefully. (you want them to listen to you)

Be sympathetic and understanding. (everyone has a right to his own opinion)

No cross examination allowed. (we are not here to argue)

Look for a solution. (try to make a decision as a group)

Taken from Memphis CLUE program, 1974, used in a pre-service workshop, Lake Charles, Louisiana, August, 1975.

STUDENT NOTEBOOKS AND FOLDER

PURPOSE:

Using notebooks and a folder as a place to keep student's work

To develop the concept of the importance of record keeping

To provide parents and other interested persons the opportunity to see a collection of a student's work

To introduce the concept of a diary

CONTENT:

one small composition book

one large composition book

one manila folder

PROCEDURE:

Small composition book - Introduce the concept of a diary. Through group discussion develop the idea of a SPARK diary. Teacher gives directions for recording the first entry in his diary.

Example: SPARK started on (date). This is Me:

The child draws himself. He may decorate the word SPARK. He may write any words or phrases to describe his feelings about himself and his SPARK class.

Subsequent use of the child's SPARK diary would be determined by the teacher and the student. The student may cover the front of his diary with his choice of art materials.

Large composition book - This notebook may be used to keep students work as follows:

1) written work from any curriculum area
2) individual research reports
3) a name tag collage that represents his likes, feelings, family values, etc.
4) holiday art activities
5) creative writing, individual and class
6) illustrations

The student may decorate the cover of this notebook.

Manila folder - This will serve as the student's art folder. It contains examples of the following:

1) tempera painting
2) cray-pas drawings
3) water color paintings
4) oragami
5) collage
6) roller printing
7) quilling
8) chalk drawings
9) art designs
10) crayon illustrations
11) crayon resist

FIELD TRIPS

Lake Charles Civic Symphony Youth Concert

Lafayette Museum and Planetarium

Westlake Library

Westlake High School - Art exhbit

Amtrak Train Trip - Lafayette to Lake Charles

McNeese State University - Music Department - Pipe organ, harpsichord

Parent's Residence - Cacti and African plants

McNeese State University - Art Department - Art exhibits

Huber Park

Imperial Calcasieu Museum

Louisiana State TAG Conference

RESOURCE PERSONS

Areas of Interest

PARENTS -
- Typewriter
- Poet
- Oil painting
- Pastels
- Woodcarving
- Herpetologist
- Antique doll collection
- Chess
- Lake Charles Braille Center
- Scuba diving
- Hanukkah
- Grinding wheat and making homemade bread
- Insect collection

STUDENTS -
- Saxophonist
- Bassoonist
- Book reviewer

COMMUNITY -
- City Councilman
- Mortician
- Westlake Police Chief
- Regional Director for the Wild Animal Appeal
- Sulphur Police Department fingerprint expert
- Resident of China
- Former resident of Hawaii
- Lake Charles Archeological Society

LANGUAGE ARTS CURRICULUM AREA

LEARNER GOALS FOR THE
LANGUAGE ARTS CURRICULUM AREA

1. To support the child in his growing appreciation of literature and language.
2. To guide the child into the inquiry of how language works, both oral and written.
3. To help the child develop an aesthetic awareness of language.
4. To provide activities which allow the child to utilize his basic language and reading skills.
5. To encourage the child to use his oral and written language skills creatively.
6. To continue to develop an awareness and knowledge of past and present contributions in the area of language.
7. To recognize the child with unusual talent and to encourage further specialized opportunities.

SOUNDS OF LANGUAGE READERS

by Bill Martin, Jr.

Holt, Rinehart, and Winston, Inc.

Levels 1-13

1. Sounds I Remember
2. Sounds of Home - with cassettes
3. Sounds of Numbers - with cassettes
4. Sounds of a Hound Dog
5. Sounds Around the Clock - with cassettes
6. Sounds in the Wind
7. Sounds of a Powwow - with cassettes
8. Sounds of Laughter - with cassettes
9. Sounds After Dark
10. Sounds of a Storyteller
11. Sounds of a Mystery
12. Sounds of Young Hunter
13. Sounds of a Distant Drum

Rationale for using the SOUNDS OF LANGUAGE READERS in a Primary Gifted Program:

"The Sounds of Language" program is designed to enhance a child's use of language as a speaker, a listener, a writer, and a reader, and to give teachers both the opportunities and the skills for bringing dimensions into the teaching of reading that conventional programs have precluded.

The pupil texts are a collection of stories, poems, songs, essays, pictures, and paintings that celebrate the human yen for beauty, excitement, drama, well-being and pleasure."

A quote from an annotation on the title page of the teacher's edition of Sounds I Remember.

MOTTOS

PURPOSE:

To further develop the child's positive self-image

To promote a feeling of respect for others

To aid in the development of an appreciation for a well-known phrase or poem as part of a literary heritage

To acquaint the child with famous authors, past and present

To aid in the development of the child's basic research skills

CONTENT:

Mottos used in the SPARK classroom are taken from: books, poems, stories, famous sayings, songs, and creative sentences by the child.

PROCEDURE:

The following poem is again used to introduce and define the word motto to the class. It is printed on chart paper, laminated, and placed on a bulletin board. It remains on this board the entire school year. The teacher and students make reference to it as needed to reinforce its idea.

> "Who can say more than this rich praise,
> That YOU alone are YOU?"
>
> William Shakespeare

Each week thereafter, SPARK has a new motto. The students discuss and learn the motto. It is put on sentence strip or poster paper and taped to the wall of the room or hall to remain all year. Mottos may be contributed by the teacher or the student.

The following are examples of mottos that may be used in Grade Two:

1) "I'm the best ME there is!"

2) "A cup of Kindness goes a long way."

3) "We do not love people because they are beautiful, but they seem beautiful to us because we love them."
(Sounds of a Young Hunter, page 165)

4) "Look out how you use proud words . . ." (Carl Sandburg, Sounds of a Young Hunter, page 370)

5) "My heart wants to sing, every song it hears, and
My heart will be blessed with the sound of music."
(Sounds of a Young Hunter, page 173)

6) "Put on a happy face." (Sounds of a Distant Drum, page 17)

7) Put the followng poem-motto on a chart:

> "If I can stop one heart from breaking,
> I shall not live in vain;
> If I can ease one life the aching or cool one pain,
> Or help one fainting robin into its nest again,
> I shall not live in vain."
>
> Emily Dickinson
> (Sounds of a Distant Drum, page 55)

8) "If you can't say anything nice, don't say anything at all."
(from the movie "Bambi")

9) "Do unto others as you would have others do onto you."

10) "Ideas are the root of creation." (Dimnet)

11) "Music is the universal language of mankind." (Longfellow)

12) "The cheerful loser is the winner." (Hubbard)

13) "I never met a man I didn't like." (Will Rogers)

14) "Imagination rules the world." (Napoleon Bonaparte)

15) "Wear a smile and have friends." (George Elliot)

16) "Kindness is loving people more than they deserve." (Joseph Joubert)

17) "No bird soars too high if he soars with his own wings."
(William Blake)

18) "Few minds wear out; more rust out." (C. N. Boree)

19) "The wisest mind has something yet to learn." (Santoyana)

20) "People are important!"

21) "He who stops being better stops being good." (Oliver Cromwell)

22) "We are shaped and fashioned by what we love." (Wolfgang Von Goethe)

23) "To know is nothing at all; To imagine is everything."

24) "Happy thoughts make a happy heart."

25) "A day without music is like a face without a smile."

EXTENDED ACTIVITIES:

1) Let the class decide creative ways to display a motto, designs, etc. .

2) Choose a motto. Clap the rhythm of the phrase. Use classroom musical instruments to create a melody for the motto. Use classroom percussion instruments to accompany the motto's rhythmical pattern.

3) Research the author of a motto, as William Shakespeare and Patrick Henry.

4) Provide a reference book for the classroom that contains famous quotations.

EVALUATION:

Teacher observation of the ability of the child to relate to a motto, to contribute a motto, and to recall and make reference to a motto.

At the end of the year each child must copy a specific number of the mottos in his diary or large composition book.

MATERIALS:

Sounds of Language readers, Levels 1-13

reference books

sentence strips

tagboard

construction paper

marks-a-lot pens

AUTOGRAPHS

PURPOSE:

To provide an opportunity for studying and collecting signatures

To introduce the word autograph

SUGGESTED TIME: (no specific)

CONTENT:

Copy of the Declaration of Independence

Definitions: signature - a person's name as signed or written by himself

autograph - a person's signature, especially a signature of a famous person for keep-as a momento

PROCEDURE:

Display a copy of the Declaration of Independence. Ask the children what it is and why it is important. Point out the signatures and let them read as many as possible.

Compare the various styles and sizes of handwriting, bringing out the fact that every person has a unique way of writing his name.

Have each class member sign his name on a piece of paper. Compare handwritings.

EXTENDED ACTIVITY:

As an outside activity, ask each child to collect autographs from friends and family. Write the letters of the alphabet in order down the front and back of a piece of paper. The signer's first, middle, or last name may begin with the appropriate letter of the alphabet.

Example: Ann Kelly
Brian Smith
Lisa Cole
Jeffrey Dale Hayes
Ellen Brown
Bill Franks
Mary Gale Landers

MATERIALS:

- copy of the Declaration of Independence
- paper
- pencils or pens

LITTLE BROTHER

PURPOSE:

To provide the opportunity for students to think about and discuss feelings between brothers (or sisters)

To provide the opportunity for students to examine and clarify their own feelings and values concerning older and/or younger siblings

SUGGESTED TIME:

(twenty-five minutes)

CONTENT:

For this activity a picture from a calendar was used as motivation. The illustration depicts a young Indian boy gently touching his infant brother and telling him, "You'll get big soon, little brother, and you will be my playmate".

Compare the picture and quotation with a poem and its illustration - - "Little Brother" by Myra Cohn Livingston, found in WHEN SOMETHING HAPPY HAPPENS from the Teacher's Read-Aloud Library, Scott-Foresman Reading System, Level 4.

If this book is not available, the poem can be used with any appropriate picture or drawing:

LITTLE BROTHER

What is it makes him always know
How to follow where I go?

Every place I want to be
There he is - - right after me.

Do you think when he is grown
I might go somewhere, alone?

by Myra Cohn Livingston

PROCEDURE:

Present both examples to the class. Give the children time to read the quotation and the poem and allow a few minutes of "thinking" time.

Encourage discussion of both illustrations and ideas. Try to elicit honest feelings and opinions, but be careful not to reveal personal feelings and values. During this activity, the children should be allowed to examine and clarify their own value systems without fear of judgment from others.

MATERIALS:

poster - "You'll get big soon, Little Brother, and you can be my playmate"

"Little Brother" by Myra Cohn Livingston, WHEN SOMETHING HAPPY HAPPENS, Teacher's Read-Aloud Library, Scott-Foresman Reading Systems, Level 4

appropriate illustrations

SILLY SENTENCES

PURPOSE:

To become familiar with some of the mechanics of language

To learn how to construct a sentence

To use oral and written language and reading skills

To enjoy using language as a form of communication

To stimulate creativity

CONTENT:

Using the following lists, print the words and phrases on strips of colored paper. Use a different color for each category. For example: print words for who or what on yellow paper; print words for what is done on orange paper; and print words for when on green paper.

elephants
cars
people
mothers
fathers
sisters
brothers
cats
birds
bears
dogs
children
fish

ask questions
become angry
are hungry
break down
make nests
grow large
sing
play games
take baths
eat pizza
run fast
dance
go shopping

at night
on Monday
sometimes
always
never
maybe
most of the time
when they are young
often
when it is noisy
during the summer
in the morning
when it is raining

PROCEDURE:

Put each group of words in a paper cup. Have each child take a slip of paper from each cup and ask him to make a sentence. The sentences can then be read aloud.

Return the slips to the cups and repeat the activity to see what new sentences can be made. This can be done again and again as long as the children are interested.

Finally, have each child keep a sentence and illustrate it on art paper. Some of the sentences and illustrations will be quite humorous.

MATERIALS:

- paper cups
- construction paper
- art paper
- pencils
- crayons
- markers

WORD BRACKETS

PURPOSE:

To begin to develop the basic skills necessary to use a dictionary

To improve the ability of the individual to work as a contributor in a group activity

To develop word recognition and word meaning

SUGGESTED TIME: (no specific)

CONTENT:

Adapted from an activity listed in the Teacher's Ideas and Workshop magazine.

PROCEDURE:

Write a word that has been used in previous discussions on the chalkboard in bracket form.

Example:

G	r	a	n		T
H	o	r	s	e	S
O	h	i			O
S	m	a	s		H
T	a				G

Find a word beginning and ending with the letters indicated within the brackets. Set the timer for five minutes.

MATERIALS:

writing paper

timer

dictionaries

SPARK ANTHOLOGY

PURPOSE:

To make the children aware of Poetry Week

To provide an opportunity for the children to hear, read, enjoy, and appreciate poetry as a form of literature

To stimulate an interest in reading poetry

To provide an opportunity for the children to prepare a SPARK anthology of favorite poems

CONTENT:

A reference to Poetry Week was used to introduce this form of literature. "Keep a Poem in Your Pocket" by Beatrice Schenk de Regniers serves well as an introductory selection.

Many other children's poems can be used in this activity.

PROCEDURE:

Activity One

Introduce Poetry Week to the children by reading the poem "Keep a Poem in Your Pocket". This poem can be written on an index card and placed in a pocket made from construction paper or cloth.

Read the poem to the class and discuss it. Choose several other selections. Include some old favorites as well as new ones to read aloud.

Ask the children to share some of their favorite poems. Nursery rhymes are familiar sources of poetry.

Activity Two

Introduce the word anthology and define it. Have the children plan to make a SPARK anthology; that is, a collection of their own favorite poems.

Ask each child to be responsible for submitting a copy of his favorite poem. An original illustration for the poem can be included. As a selection is submitted, put it in a special folder until all pupils have submitted a poem. The poems can then be put together in a booklet.

MATERIALS:

"Keep a Poem in Your Pocket" by Beatrice de Regniers, Sounds of Laughter text, Sounds of Language series, Holt, Rinehart, and Winston

poetry books
paper
pencils
marks-a-lots
crayons

LAURA INGALLS WILDER

PURPOSE:

To support the child in his growing appreciation of literature

To acquaint the child with an American author of children's books

To continue to develop an awareness and knowledgo of past contributions in the area of language

To further develop the concept of the meaning of a personal diary and its use in literature as a basis for literary compositions

To encourage the child to use his oral and written skills to recount experiences in his life, past and present

To acquaint the child with other famous authors

To aid in the further development of the child's basic research skills

To use the skill of using a map of the United States during the study of a set of books

To use literature as a model for the child to gain an understanding of the importance of a closely-knit family life

To acquaint the child with the vocabulary of pioneer life in America

SUGGESTED TIME: (no specific)

CONTENT:

Books: Little House In the Big Woods
Little House on the Prairie
Farmer Boy
On the Banks of Plum Creek
By the Shores of Silver Lake
The Long Winter
Little Town on the Prairie
These Happy Golden Years

(Series of eight books by Laura Ingalls Wilder)

Book: A Book of Children's Literature

World Book Encyclopedia

Laura Ingalls Wilder made a unique contribution to our American heritage with her Little House books, which give a chronicle of pioneer childhood and family life at their best during the 1870's and 1880's in the Midwest. They are excellent read-aloud books for children and families, for they give the effect of listening to a storyteller rather than reading. Another distinguishing feature is the graded style in which each book is written, each increasing in length and difficulty from the first one to the teenage level.

The first, Little House in the Big Woods (1932), tells of log-cabin days in early Wisconsin with Ma and Pa Wilder, Mary, Laura, and baby Carrie as the characters. The next book, Farmer Boy (1933), tells of a boy by the name of Alamanzo Wilder and his boyhood in New York State. The third, Little House on the Prairie (1935), gives an account of the Ingalls' trip to what was then Indian Territory and a year they spent there. Next the family moved to Minnesota, which is the setting for On the Banks of Plum Creek (1937). Both the Ingalls and Wilder families moved to the Dakota Territory, where they made a permanent settlement. Then followed By the Shores of Silver Lake (1939), The Long Winter (1940), Little Town on the Prairie (1941), and These Happy Golden Years (1943), which ends the series with the marriage of Laura Ingalls and Alamanzo Wilder. (from A Book of Children's Literature, Pages 321-322.

PROCEDURE:

1) Begin a discussion of the current television series, "Little House On the Prairie". Provide ample time for the children to relate all information and enjoyment gained from viewing this series. Ask the children if they know what the programs of this series are based on, or where they were taken from. Some of the class may be familiar and own some of the Little House books. Following the discussion, begin reading aloud from the first book of the series, Little House In the Big Woods. Once the interest and attention to the book is gained, continue the study of the author and the remaining books. Many of the children will want to read from the books independently, but as a teacher, continue the reading of the first book aloud. You may choose to read one chapter each class session. Encourage the students to obtain copies of the books from school and public libraries. This endeavor can be a part of the language arts curriculum the entire year. In SPARK centers that have Grade One and Two classes, the first book of the series and the research of the author's life may be introduced to Grade One. The reading of the series should be limited to Book One only.

EXTENDED ACTIVITIES:

1) Relate the information Laura Ingalls Wilder was able to write about her early years to the diary kept by each student in SPARK. Research the life of Laura Ingalls Wilder, obtaining

other information as to the methods she used to be able to relate the story of her early years. Would a diary aid a person in doing this? How?

2) During parent-teacher conferences make the parent aware of the continued study of this particular series of books. Encourage the use of these books for home reading as a family. (literary appreciation; valuing)

3) Begin a chart or individual lists of vocabulary on pioneer life in America, especially words and phrases no longer used. Cite reasons for usage then and discontinued usage of some of the words and phrases. (research)

4) Discuss the importance of music in the life of Laura's family. Compare family life after the evening meal to life today in the evening. How did the activities during this time of day in Laura's family encourage family love and closeness? How can families encourage and nurture these feelings today? Why is it more difficult?

5) Invite parents and other resource people to come to the class with antique collections of dolls, clothes, kitchen utensils, etc. used during the days of the Wilder family.

6) Research foods that were processed by Laura's family. Obtain some of these foods, as cracklings, from local independent grocery stores for tasting in class.

7) Research toys as discussed in the Little House books.

8) Acquaint the child with other literary heritage that represents the personal account of the life of the author. Example: Sounds of the Storyteller, student's books, pages 54-56, the poem, "Little Orphant Annie", by James Whitcomb Riley (1849-1916). Here is an example of an older poet who looked back on his youthful days in a reminiscent, nostalgic way.

Research the life of the poet, James Whitcomb Riley, using Compton's Encyclopedia and World Book Encyclopedia and other reference materials. Read aloud to the class or allow individual students to read other poems by Riley, especially "The Raggedy Man". Discuss the literary expressions and spelling used by Riley. Students enjoy learning Riley's poems to recite. The language of his style is almost singable.

9) Sounds of Language reader, Sounds of Mystery, pages 232-233. Three paintings by the well-known painter, Harvey Dunn, who loved the prairies and prairie people. Use while reading Book Two and Book Seven of the series.

10) Use the book The Laura Ingalls Wilder Songbook as examples of American folksongs.

11) Sounds of Language reader: Sounds of a Young Hunter, pages 148-151. Also read aloud the story "Little Balser and the BIG BEAR", pages 208-215.

EVALUATION:

Through discussion and ability to perform the planned activities.

MATERIALS:

books: The Series of Eight Little House books by Laura Ingalls Wilder

student diary

chart paper

marks-a-lots

Sounds of Language reader: Sounds of the Storyteller

Compton's Encyclopedia

World Book Encyclopedia

book: A Book of Children's Literature, edited by Lillian Hollowell

book: The Laura Ingalls Wilder Songbook

THE TIRED TIRE

PURPOSE:

To develop an original story

To provide an opportunity for each individual to work as a contributor in a group activity

To provide practice in developing skills for creative writing

SUGGESTED TIME:

(thirty minutes)

CONTENT:

Old Worn Tire

This old tire stood against the wall of a garage for years and years. It came from the car of an old man who hardly ever got around to throwing old things away. So it was with this tire. He just knew it must be good for something, so he saved it.

The old man's wife was just the opposite of him. She was always cleaning and throwing out old things that were not useful any more.

She got tired of seeing the old tire leaning against the wall of the garage. One day when the old man was away and she was cleaning off some shelves in the garage, she gave the old tire a hard kick and sent it rolling down the driveway. The last she saw of it was when it rolled out into the street.

PROCEDURE:

Have the old tire out in the middle of the classroom. As the children notice it, have them gather together around it. Tell them that the tire was in the classroom when the door was opened this morning.

Tell them the story of where the tire began its journey. Have them fill in what might have happened to it and how it got into the classroom. Let each child fill in a sentence or two, adding to the story all the while.

Use a tape recorder to record the story. Later it can be written on a large chart or as a book and illustrated.

MATERIALS:

- an old tire
- tape recorder
- pencils
- colored markers
- crayons
- paper

CINQUAIN POETRY

PURPOSE:

To acquaint the child with the literary form of poetry known as cinquain

To help develop an aesthetic awareness of language

To encourage the child to use his oral and written language skills creatively

To further develop the creative skills of expressional fluency and originality

To further develop the basic language concepts of words that show action

To improve the ability of the individual to work as a contributor in a group activity

SUGGESTED TIME:

(one hour)

CONTENT:

"Science: Pictures that Teach", Silver Burdett, B3

"Picture Poems", page 41, Ranger Rick, July 1972 - -
The captions for these pictures on pages 41-43 are written in the form of a poem called Cinquain (san-KANE). Cinque means "five" in French, and each poem has five lines. They do not rhyme but they have a pleasing pattern.

Class chart with the following definitions:

Cinquain Poetry

FIRST LINE: One word; the subject or title.

SECOND LINE: Two words describing the subject.

THIRD LINE: Three words showing action.

FOURTH LINE: Four words that complete Line 3 or add a further thought.

FIFTH LINE: One word that also describes the title.

Cinquains are great for describing something in nature. The fun is finding words to make the most colorful "picture" you can make.

PROCEDURE:

1) Begin the lesson by having the children read together some descriptive poems from the Sounds of Language reader, Sounds After Dark. Begin with page 43, "Way Down Deep". Discuss the describing words and the action words. Page 92, "Taking Off" may be read together. Use page 256, "Fuzzy, Wuzzy, Creepy Crawly" for more discussion of words. Page 264, "Dream Serpent" is another example for action words. For the final poem, use page 262, a poem written by a ten year old child. It does not rhyme. Allow for discussion of the meaning of the poem.

2) Introduce the word cinquain and its meaning as given in the Ranger Rick magazine. Show the class the picture on page 41 of the magazine and read the cinquain about the gull. Then show the class the chart. Re-read the poem, checking each line with the chart. Read the other cinquains on pages 42, 43 of the magazine.

3) Once the class seems comfortable with the meaning of cinquain and the chart, write two cinquains as a group. Use the pictures on the chart B3 of "Science: Pictures that Teach", Silver Burdett.

   Since the brown pelican is the state bird and has been studied in science, use this subject for the first cinquain. Encourage the children to say words at random, following the chart and allowing all members of the group to contribute. As a teacher, use guidance and sound judgment in accepting and/or rejecting appropriate words. Give ample time for the children to write lines three and four, not suggesting descriptive or action words too readily. Following is an example of a cinquain written by seventeen second graders using the pelican picture:

   Group
   Brown birds
   Flying, moving; sitting
   Females and males together
   Pelicans

   Using the picture of the sea turtle:

   Turtle
   Lazy thing
   Heading toward sea
   Slowly walking, making footprints
   One

4) Each child will be asked to write a cinquain alone or with one other class member. Provide colorful nature pictures, similar to ones in Ranger Rick magazine. These are easily found in older nature magazines, Boy's Life, Louisiana Conservationist, Outdoor Life, Field and Stream, etc. Provide enough pictures so the child or children may choose the subject.

5) Let the students share the cinquains with the class. As a means of student evaluation, they may want to listen for correct placement of describing and action words.

6) Mount the picture used by each child or group on white art paper (9 X 12 inches). Using a primary typewriter or felt pen, re-copy the cinquain under the picture. Laminate each page. Have a child make a title page. Staple all sheets together as a permanent book of SPARK Cinquain poetry for the classroom.

7) Following completion of the activity and the making of the booklet, make copies of the page following this lesson so the child may share this creative endeavor with his family. The child may have his family submit a cinquain poem and picture to the class. After several are received, staple together as a booklet entitled SPARK FAMILY CINQUAINS. These written projects are especially enjoyable for open house in the SPARK center.

EVALUATION:

Teacher observation of the ability of the child to follow directions and use his basic language skills creatively. Teacher observation of the ability of the child to contribute as a member of a group. Teacher observation of the ability of a child to begin and complete a task, alone or in a small group. Teacher recognition of a child with unusual talent in creative writing.

MATERIALS:

paper

pencils

Ranger Rick magazine, July 1972

"Science: Pictures that Teach", Silver Burdett

colorful nature pictures

chart paper

marks-a-lot

book: Sounds After Dark, Sounds of Language reader, Holt, Rinehart and Winston, Incorporated

A SPARK LANGUAGE ARTS ACTIVITY TO SHARE WITH MY FAMILY

CINQUAIN (san-KANE)

a form of poem

Cinque means "five" in French, and each poem has five lines. They do not rhyme, but they have a pleasing pattern. Cinquains are great for describing something in nature you especially love or delight in. The fun is in finding words to make the most colorful "picture" you can. (For SPARK class we used magazine pictures of people, nature, and animals).

FIRST LINE:	One word; the subject or title
SECOND LINE:	Two words describing the subject
THIRD LINE:	Three words showing action
FOURTH LINE:	Four words that complete Line 3 or add a further thought
FIFTH LINE:	One word that also describes the title

Example: picture of two Daisy rifles (advertisement for Boy's Life magazine)

CINQUAIN: by two students

GUNS
DIFFERENT ONES.
SITTING, LAYING DOWN,
LIGHT AND DARK GUNS.
TWO.

AN INDEPENDENT RESEARCH PROJECT

PURPOSE:

To further develop beginning basic written research skills

To provide opportunities for the individual to interact and contribute as a member of a group

To provide opportunities for the child to make choices, decisions, and evaluations of his own work and work of others

To further develop the child's ability to write in his own words what he has read

To introduce the use of an index card in research projects

To promote the use of creative visuals as a vehicle for reporting information

SUGGESTED TIME:

(four to six class sessions)

CONTENT:

Classroom magazines, as _National Geographic WORLD_, _Highlights_, _Ranger Rick_, _Cricket_, _Boy's Life_

Compton's _Precyclopedia_

Compton's _Encyclopedia_

Various classroom reference books

PROCEDURE:

1) Following a discussion of all previous oral and/or written "research" reports:
    a) clarify all definitions of the vocabulary used in basic research skills;
    b) discuss the various methods to be used by the child in this research project;
    c) make the child aware of all the materials he will be able to use during this task;
    d) provide ample time for questions prior to beginning the project;

e) assure each child that as a teacher you will guide and support this endeavor at all times.

Each child will be asked to make an individual research report or project, using two reference sources, available in the SPARK classroom or at home. An index card will be used for listing the following information of the two references: name of research report (subject), names of reference materials used, pages of references used, and date of reference material. A classroom chart will be available as a guide during the project. It would contain the following:

Guidelines for your Independent Research

1. Choose your subject or title.
2. On an index card: put your name, name of subject, name of each source (magazine, encyclopedia, or book), date of source or volume, pages of article used.
3. Make your two reports in your own words on notebook paper.
4. Use visuals to report your research to the class. BE CREATIVE!

2) Each child would select a magazine (at random). He would look through the magazine he selects and find one subject he would like to know more about. Example: given a National Geographic WORLD, a child may choose to research whales if he finds a featured story or article about whales or one particular species of whales. From this point the child follows the guidelines on the classroom chart (listed previously). The teacher offers guidance in locating the second source, in writing the two reports from the information (approximately one-half page in length), and in deciding visual materials to be used (shadow boxes, charts, posters, collages, etc.).

3) As research projects are completed they are presented to the class. Class evaluation, positive student suggestions, problems encountered by the student, etc. are discussed at this time. No teacher evaluation other than positive critique is given. Remember: the purpose is the process of engaging oneself in an actual research project.

EVALUATION:

Through teacher observation of: the child's expressional fluency in group discussion; the child's ability to make a decision from a selected magazine concerning a subject; the child's ability to work independently; the child's feeling of responsibility toward beginning and completing a given task; and the child's ability to successfully present research to the class.

Through student observation of: each child's ability to present his research to the class, and each child's ability to accept constructive criticism from a peer group.

MATERIALS:

- classroom magazines
- encyclopedias
- various reference books
- library books
- index cards
- notebook pages
- poster paper
- construction paper
- varied art media and materials

A BRAINTEASER

The following two pages were supplied by a parent and used in SPARK as a brainteaser. The puzzle was given to the child to take home to solve. After a week or more the student was offered the answer key. At the end of the year the teacher may choose to put both sheets in the child's large composition book.

1. EZ iiiiiii	2. T O U C H	3. MOTH CRY CRY CRY	4. BLACK COAT
5. TIME TIME	6. S A N D	7. Hurry ↗	8. Me Quit
9. LE VEL	10. KNEE LIGHT	11. MAN BOARD	12. He's/Himself
13. R/E/A/D/I/N/G	14. **AGES**	15. R ROAD A D	16. O B.S. M.S. PH. D.
17. WEAR LONG	18. DICE DICE	19. ECNALG	20. cycle cycle cycle
21. CHAIR	22. T O W N	23. ii ii O O	24. STAND I

Answer Key

1. easy on the eyes
2. touchdown
3. moth balls
4. black overcoat
5. double time
6. shifted sand
7. hurry up
8. quit following me
9. split level
10. neon light
11. man over board
12. he's beside himself
13. reading between the lines
14. dark ages
15. crossroads
16. 3 degrees below zero
17. long underwear
18. paradise (1 pair of dice)
19. backward glance
20. tricycle
21. high chair
22. downtown
23. circles under the eyes
24. I understand

INFORMATION FOR THE DEVELOPMENT OF OTHER LANGUAGE ARTS TOPICS AND ACTIVITIES

1) Topic: Alphabet Alliterations

Content: Idea from a K-3 Bulletin or any creative language arts kit

Materials: alphabet letters cut from magazines or newspapers, lower case or capitals (put these in a small box)

notebook paper

Activity:

Each child takes one letter from the box. This letter is used to write a story. The child is asked to use the letter as many times as possible, either as the beginning or ending of a word. The story may be nonsensical, yet relate an interesting tale. Example: the letter r may be Robert Rabbit, etc.. Encourage creativity in design so that every beginning or ending r is colored or decorative. The child may glue the r taken from the box as a part of any word. The lower case or capital letter would help in making this decision. Allow each child to read his story. Staple all stories together as a classroom booklet.

2) Topic: What Does Your Name Tell About You?

Content: Creative Writing, D-4, Learning Center Activities, The Education Center

Activity:

On a regular ditto paper sheet, write each child's name vertically, using marks-a-lot and all capital letters.

Brainstorming activity: Look at the letters in your name. Think of words that begin with one of the letters that tells something about you - - something you like; something you want; something you are afraid of, etc. Following this discussion, each child takes his sheet and writes one word after each letter. This should be a word most representative of himself. Example, he may have several words for an s, but he should be encouraged to use the one he feels best represents him. Also, some words he uses would not have been discussed with the class. Allow the child to illustrate the words also.

3) Topic: Creative Titles

Content: Pictures from magazines, preferably subjects that show situations, groups, etc., Mount each picture on construction paper. Use a bulletin board, display six to eight pictures. Title the bulletin board: "Can You Write a Title for a Picture?" Sign it please.

Activity:

Have slips of paper, pencils, and pins near the bulletin board. Following introduction of this activity, allow the students to write a title when they choose to. Each picture may have several titles. Leave the pictures up until each child has contributed at least once. This activity gives the teacher an opportunity to provide guidance in learning how to write a title for a picture, use of capital letters in a title, and use of punctuation in a title. Following completion of this activity, the titles may be stapled in the child's large composition book.

4) Topic: Another Point of View

Content: Idea taken from a workshop with Dr. Joseph Renzulli, Kansas City, Missouri, October, 1976

Activity:

Review the story of Little Red Riding Hood by reading aloud "Little Red Cap" from the Sounds of Language reader, Sounds of Laughter, pages 96-113.

Present the idea: no one has ever heard this story from the wolf's point of view. If he could tell this story, would he tell it the same way it has always been told? Allow time for suggestions the students would give in answers to this question. Ask each child to write the story in this manner. Give them this title to use: "The Story of Little Red Riding Hood" as Told by the Wolf. The student may also choose to illustrate the story.

Extended Activities:

a) Following completion of the story writing, have each student read his story aloud to the class. For further extension, the class may vote on the most creative story. Use slips of paper, ballot box, etc. (political science). Stories may be marked first, second, third, or fourth place; stories with one vote may receive Honorable Mention (define).

b) This activity lends itself to other stories, for example: use the Christmas story titled "The First Christmas" as told by the angel, the manger, one of the animals, Joseph, etc. . Use the story "Hansel and Gretel" with the title, "The Story of Hansel and Gretel" as Told by the Stepmother."

5) Topic: A Sweet Treat

Content: using descriptive words

Activity:

This activity is a fine learning experience as well as being a special treat.

Give each child a piece of individually wrapped candy. Before allowing the candy to be eaten, ask for single words to describe the candy package. After many different words have been given, let each child open and eat his candy. Now ask for many different single words to describe the candy.

6) Topic: Comparing

Content: Learning Center Activities, The Education Center

Activity:

Have the child read a story about a famous person and answer the following questions:

How was this person like you?

How was this person different from you?

Would you like to be like this person? In what ways?

Do you know anyone who is very much like this person? What are the similarities?

7) Topic: Evaluating Character Traits

Content: Learning Center Activities, The Education Center

Activity:

Have the child read a story and choose an interesting character. Write a description of him using the following questions as a guide:

Where did he live?

How old do you think he was?

How did he look?

What were his talents?

Would you like him for a friend? Why? Make an illustration of the character.

8) Topic: Learn to Use the Telephone Book

Content: Learning Center Activities, The Education Center

Activity:

Locate the place in the phone book which gives a number that would help you call about the following:

1 - car accident
2 - leaky faucet
3 - fire
4 - robbery
5 - haircut
6 - loan of money
7 - ambulance
8 - pizza delivery
9 - locksmith
10 - electricity off

9) Topic: A Hole is . . .

Content: *Teacher's Ideas and Workshop* magazine

Activity:

Distribute one sheet of white art paper to each child. Have the children cut one large hole, two or three holes of medium size, or several small holes in their paper. Now distribute oil-based chalk or crayons, and challenge the students to make the hole or holes into something. One large hole could become the mouth of a child crying over a dropped lollipop. Several smaller holes could become air bubbles from a school of fish.

After they have completed the art part of the lesson, ask the children to write brief compositions about the pictures they have made.

10) Topic: Poetry - Diamante

Content: book: *Many Moons*

Activity:

Read the story then brainstorm for words describing the moon. Have the class give the opposite of moon - "sun". Introduce "diamante", discuss meaning. Show outline form on chart and explain: First and seventh lines (one word) subject and its opposite; second and sixth lines (two words) adjectives; third and fifth lines (three words) verbs; fourth line - transitional, two words modifying subject, two words modifying its opposite. Have children write the poem together.

Extended Activity:

Let each child choose a subject to write their own "diamante".

Cut poem out with pinking shears in shape of diamond to be mounted on construction paper. Illustrate.

Outline for "Disamante" Poetry

1st ______ Moon ______

2nd ____________

3rd ____________

4th ____________

5th ____________

6th ____________

7th ______ Sun ______

11) Topic: Yarn Story

Content: Teacher's Ideas and Workshop magazine

Activity:

Discuss "yarn". Using yarn cut into three feet lengths, one for each child; roll into a ball. Have children sit in a circle and one child will begin a yarn as he unwinds the ball of yarn. When he gets to the end of the yarn, he will hand it to the next child to continue until all have had a turn.

12) Topic: Bandysnatcher

Content: Good Apple recording and guide, Imagination and Me

Activity:

Play recording, then brainstorm what a Bandysnatcher could be. Have children draw a Bandysnatcher.

Materials: art paper
marks-a-lot
crayons
pencils
scrap material
styofoam packing
toothpicks
pipe cleaners
macaroni
paper cups
popcicle sticks
straws and other junk material

Extended Activity:

Have children listen to the recording again. Brainstorm all the possibilities of how a Bandysnatcher could be caught. Provide all the above mentioned materials and let each child construct a Bandysnatcher trap.

13) Topic: Round 'em Up

Content: Teacher magazine, April, 1976

Activity:

Discuss the idea that o is the basic form on which other circular letters are built, such as a, b, c, d, e, g, p, or q. Demonstrate on the board by writing an o and then adding a tail to it to form a p and so on.

Put on a chart the exercise following. Children will first need to read each numbered clue. Mention that the word answer for each clue is composed of all circular letters the number of which are written in o's next to the clue. When they figure out the answer, they should then form the o's into the correct letters. After completion of exercise, it will be put in the large composition notebooks.

Exercise

1. Man's best friend	1. 000
2. Cole slaw is made from this vegetable	2. 0000000
3. Hot chocolate	3. 00000
4. What you do to get a sum	4. 000
5. What a pet bird lives in	5. 0000
6. What you sleep in	6. 000
7. To crack a code	7. 000000
8. Short for father	8. 000
9. Musical instrument like a clarinet	9. 0000
10. Nine years old is your _________	10. 000

14. Topic: The Adjectives Have a Word for It

Content: Teacher's Ideas & Workshop, January, 1975

Activity:

Give each child two pieces of paper and a pencil. On one sheet of paper everyone has to write a story which includes ten adjectives. But instead of writing in the ten adjectives, draw a line wherever an adjective would appear. On the second sheet, each one writes ten adjectives. Any ten will do.

When everyone has completed the two papers, each person passes his or her list of adjectives to the next person. Each child should have a different list of adjectives. Now each child reads his or her story aloud, using the adjectives on the list he or she has just received.

The following pages of KID'S STUFF are appropriate for use in a classroom for gifted second graders:

KID'S STUFF: More Center Stuff for Nooks, Crannies and Corners
by Imogene Forte and Mary Ann Dangle

Pages	Adaption
33	Coding - using alphabetical order
40	Handwriting - autograph hound
48-50	Extending imagery and visual self-expression; brainstorming and originality
52	Originality
61	Listening to sounds - fluency
63	Listening to sounds - fluency
66-70	Make believe - group interaction
79-83	News clues - decision-making skills
86-87	Biographies - non-verbal and verbal skills
101	Storyteller - writing a title
106	Telephone - elaboration
108, 111	Parts of speech - brainstorming
118-119, 122	Correlate with unit on shells
125-130	Correlate with unit on pollution
132-136	Feelings; emotions; group interaction
144	Research - parts of body
146-150	Research - aviation - originality
152-156	Careers - verbal and non-verbal skills
158-162	Correlate with unit on desert - research
164-168	Insects - brainstorm; research
174	Oral exercise - decision making
176	Consumer spending - decision making; research
182-186	Kinds of machines and uses
188-192	Communication
194-198	Correlate with unit on Mexico

200-204	Correlate with unit on rocks; research
205-210	Correlate with unit on Marine life
211-216	Group dynamics - Sound Off
217, 221-224	Study of states; research
226-230	Travelogue - using an atlas
231, 236	Pirates and their activities
238	Weather - word game
252-256	Understanding and using liquid and dry measurement
264, 266, 267	Recognizing and understanding odd and even numbers using graphs and games
298	Adding dollars and cents; preparing menus; using the newspaper

KID CARDS - PRIMARY

by Dr. Judi Girard and Dr. Catherine Wiegand

The following activities from Kid Cards are appropriate for use in a classroom for gifted second graders. Most are suitable as individual activities:

Subject and Card Number	Adaptation
Art, 2	
Art, 3	Whole group.
Art, 6	
Art, 10	Whole group.
Art, 11	
Maps, 18	Correlate with map kit.
Maps, 22	
Maps, 23	
Maps, 24	
Math, 37	
Math, 38	
Math, 39	
Math, 40	
Math, 41	
Math, 42	
Math, 43	
Math, 44	
Math, 45	
Math, 46	
Math, 48	
Reading, 50	
Reading, 51	
Reading, 52	
Reading, 53	
Reading, 54	
Reading, 55	
Reading, 56	
Reading, 57	Group activities. Have children write original tongue twisters.
Reading, 58	
Reading, 59	
Reading, 60	

Science, 61	Group activity - teacher directed.
Science, 62	
Science, 64	
Science, 65	Group activity.
Science, 70	
Social Studies, 73	
Social Studies, 75	Group activity.
Social Studies, 80	Group activity.
Social Studies, 81	
Writing, 85	
Writing, 89	
Writing, 90	
Writing, 95	
Language Arts, 25	
Language Arts, 26	
Language Arts, 27	
Language Arts, 28	
Language Arts, 29	
Language Arts, 30	
Language Arts, 31	

MATERIALS USED IN THE DEVELOPMENT OF THE LANGUAGE ARTS CURRICULUM AREA

Sounds of Language readers
   Holt, Rinehart, and Winston
   Levels 1-11, teacher's edition and student texts
   Cassettes, Levels 2-8

Special Practice Books
   Scott-Foresman Company
   Level 2 (Set A)
   Levels 3, 4, and 5 (Set A and B)

Satellite Paperbacks
   Holt, Rinehart, and Winston
   Grade One package
   Levels 1-8 (20 books with teacher's guide)

Early Childhood Book Collection
   Scholastic Book Services

The Best in Children's Paperbacks K-3
   Gateways to Reading, K-3
   Educational Reading Services

Four Seasons Library K-3
   Scholastic Book Services

Magic Circle Books
   Ginn and Company
   Levels 1-4

Monster Books
   Twelve paperbacks, 1975 edition
   Bowmar

More Monster Books
   Twelve paperbacks, 1975 edition
   Bowmar

Kid's Stuff
   Reading and Spelling
   Special Kid's Stuff
   More Center Stuff
      by Collier, Forte, and MacKenzie

A Beginning Thesaurus: In Other Words
   Scott Foresman Company

Words I Like to Read and Write
Words to Read, Write and Spell
   Harper and Row

Dictionary for Children
   MacMillan Company

Webster's New World Dictionary

Precyclopedia
   Volumes 1-15
   Compton

Children's Guide to Knowledge
   Parent's Magazine Press

When? A Family Book of Knowledge
What? A Family Book of Knowledge
Why? A Family Book of Knowledge

Headwork for Elementary School Children
   Highlights magazine

Additional children's selected library and reference books

RECORD-BOOK COMPANION SERIES:

City Mouse, Country Mouse and Two Aesop Fables
Congo Boy
Curious George Rides a Bike
Curious George Takes a Job
The Frog Prince
Indian Two Feet and His Horse/The Witch Next Door
Tikki, Tikki Tembo
Rich Cat, Poor Cat
Stone Soup
Selection from Arrow Book of Poetry
The Bigger Giant

CASSETTE-BOOK COMPANION SERIES:

Crictor/Bremen Town Musicians
The Ball That Wouldn't Bounce/Clifford's Tricks
My Mother Is Lost/The Three Bears
Benjamin Budge and Barnaby Ball/Clifford's Holloween

   Scholastic Book Services

RECORD-GUIDEBOOKS:

Imagination and Me
Dandy-Lions Never Roar

   Good Apple Company

PERIODICALS:

Highlights for Children
National Geographic WORLD
Cricket
[illegible]nger Rick

FILMSTRIPS AND CASSETTES:

Animal Fables
Aesop's Fables
Just So Stories

Coronet

GAMES:

Pairs
Whachamacallit?
Scrabble Sentence Game for Juniors

Puppets - Ernie and Bert

Learning Center Activities
Kid Cards - Primary Set
Interest Centers

The Education Center

Use the News
Prentice Hall

Thirty-Six Answers to "What Can I Do Now?"
Grade 2-5
Teacher's Aide Publication

Search and Research
Story Starters
  Primary Level
  Creative Teaching Press

Mind Expanders Box
  Educational Insights, Incorporated

Word Building Box
  Invicta

Dukane Cassette AV Matric

Record player

Tape recorder and blank cassettes

One stereo headphone

Typewriter

SOCIAL SCIENCE CURRICULUM AREA

LEARNER GOALS FOR THE
SOCIAL SCIENCE CURRICULUM AREA

Definition: For the purpose of this curriculum guide the social science will be defined as the body of knowledge known as the social science. That body of knowledge is classified and contained in these disciplines: sociology, economics, political science, history, geography, anthropology, and certain aspects of philosophy and psychology.

1. To expose the child to the body of knowledge and skills contained in the social sciences which will aid him in making informed decisions in an ever-changing world.
2. To provide experiences and opportunities for the child to increase his interest, enthusiasm and curiosity that contribute to his capacity to learn and continue to learn.
3. To foster the awareness that the family is the basic unit in all human societies, although its organization and size may vary from culture to culture.
4. To develop an awareness and appreciation of how different cultures played a role in developing America - past and present.
5. To encourage a feeling of world awareness.
6. To begin to develop the concept of the importance of man's resources, human and natural, and their relation to the world's economy.
7. To encourage the child to develop feelings of pride in, responsibility for, and loyalty to one's self, others, and one's country.
8. To begin to develop the value of work as the basis for bringing meaning to human existence.
9. To stimulate the formation of the child's own value system universally and culturally relative.
10. To emphasize the art or technique of inquiry as a tool for the child to use in decision making.
11. To make the child aware of the value of research and provide opportunities for the development of basic research skills.

12. To develop an understanding of certain principles about rules and laws, their function in society, and the obligations they impose on members of that society.

13. To provide an atmosphere conducive to their development of an appreciation to the beauty in life.

14. To foster a feeling of tolerance of the abilities and limitations within oneself and others.

15. Through community resources expose the child to ways that man may creatively use his leisure time.

16. To recognize the child with unusual talent and to encourage further specialized opportunities.

CURRENT EVENTS CENTER

PURPOSE:

To acquaint the child with reading material received daily, weekly, and monthly in homes and at school

To aid the child in understanding the importance of written communication

To develop the skill of reading and evaluating written media

CONTENT:

1) Newspapers
2) Current magazines received in the classroom and school

PROCEDURE:

Have a table on which all newspapers and magazines are kept to serve as the current events center. Provide time during each session for the child to utilize this center. The child may contribute materials to this center.

Value clarification activity:

1) Lead the class in a discussion of the front page of a daily newspaper. Examine and analyze the following:
    a) name of the newspaper
    b) date of the newspaper
    c) the print used on the front page of a newspaper
    d) the content of the articles placed on the front page of a newspaper
    e) the size of the articles on the front page of a newspaper
    f) pictures placed on the front page of a newspaper
2) Using the categories "happy" and "sad", have the class decide orally which category is represented by each article of the front page. Have a child put the words "happy" and "sad" on the board. Using tally marks, record the group's decision concerning each article.
3) Lead a discussion of the quantity represented under each category.

    Questions:

    Which category has the most marks? Why? Would this be the same quantity tomorrow? Why or why not? Who decides what is used for the front page of a newspaper? For what reasons? If you were the one that decided, what would you choose? Why? Continue with this type of questioning procedure as long as needed to satisfy the student's interest and the purpose of this activity.

EXTENDED ACTIVITY:

1) Field trip to a local newspaper facility.
2) Invite a parent employed by a local newspaper to visit the class.

MATERIALS:

daily edition of a local newspaper and newspapers from other communities

a local university newspaper

a school newspaper

a weekly newspaper

Highlights for Children magazine

National Geographic WORLD magazine

Jack and Jill magazine

Time magazine

Children's Weekly Mini Page of the local newspaper

National Geographic

Louisiana Conservationist magazine

Ranger Rick magazine

THE NEWSPAPER

PURPOSE:

To learn the history of the newspaper

To become familiar with the basic organization of a newspaper staff

To identify the basic components of a news article and to use these basics in writing an original news story

To provide opportunities for the children to identify and study the basic organization or layout of a newspaper

To provide opportunities for the children to examine and compare different kinds of newspapers

SUGGESTED TIME:

(three or more weeks)

CONTENT:

Prepare a basic outline to be followed while developing this unit. The World Book Encyclopedia or a similar source serves as a good basis for beginning research.

SUGGESTED OUTLINE

I. WHAT IS A NEWSPAPER?

II. ORGANIZATION OF A NEWSPAPER STAFF

   A. The Editorial Department
   B. The Business Department
   C. The Mechanical Department

III. THE BASIC COMPONENTS OF A NEWS ARTICLE

   A. Reporting the Story
   B. Writing the Story
   C. Editing the Story
   D. Setting the Story in Type

IV. THE NEWSPAPER LAYOUT

   A. The Front Page
   B. The Editorial Page
   C. The Society Section
   D. The Sports Section
   E. The Financial Page
   F. Special Features
   G. The Comics Section
   H. The Want Ads

PROCEDURE:

Activity One:

Begin a class discussion by presenting a local newspaper. Ask questions concerning what a newspaper is, its importance, its source, etc. Interest among the children should be building, and many questions pertaining to a newspaper and its publication should be surfacing.

Make a list of questions and areas of interest presented by the students. Combine these with the basic outline of study which has already been prepared. Organize new areas of interest and add to the outline. Convert it to the chalkboard or to a chart so that the class will have a permanent basis of organization to which they can refer during the development of this unit.

At the end of Activity One, review the role of the newspaper. Refer to the unit outline and briefly preview the main areas to be studied in the next activity.

Activity Two:

As a class, refer to the unit outline for the topic to be covered in this activity.

Identify and discuss the organization of the newspaper staff. Define each of the main areas, talk about jobs and responsibilities, and the importance of the workers as related to the cooperation needed to put together and publish a newspaper.

At the end of this activity, quickly review the main points of importance. At this time a discussion concerning areas of individual interest and possibilities of independent research may be held. Children can be told to begin researching these areas of interest. Allow them to add to the unit as the situation arises.

Activity Three:

Present a question to the class for discussion. "If you had seen something very interesting happen and wanted to tell a friend about it, what important things would you include?"

Work for these key ideas: who was involved; what happened; when did it happen; where did it happen; and why did it happen. Help the children understand that these key facts are very important in giving news. A good newspaper reporter will include information from all key areas in order to give the reader a clear idea of what happened.

Read a selected newspaper article aloud. Aid the children in checking to see if all the key components are present and where they occur in the article. Have a number of simple articles cut out and pass them around to the children. Working in small groups, ask the children to find the key facts and where they appear in the news article. Compare the location of key facts in all articles. Notice that in most articles the key facts can usually be found in the first paragraph.

Briefly discuss the other steps that must be carried out before an article is ready for publication. These steps include: reporting the story; writing the story; editing the story; and setting the story in type.

Quickly review important facts covered in this activity.

Activity Four:

This activity is to be carried out independently. It can be started in class and finished at home, done entirely at school, or done entirely at home, Younger and less-able students will need some assistance. For these children, a home project or assignment may be more suitable.

Ask each child to write an original newspaper article about someone, something interesting that has happened to him, or about something he has seen. Be sure to remind the children to include all the key facts in their articles.

Let each child read this completed article to the class and/or post the articles on a bulletin board.

Activity Five:

As a class, examine a local newspaper. List and discuss the sections of the paper. These sections or pages may include: the main headline; the front page; the editorial page; the society section; the sports section; the financial page; the want ads; the obituaries; the comics section; and the special features and interview section.

Obtain several other newspapers, preferably from different areas, and compare their layouts with the local newspaper. Note differences and similarities.

School newspapers, church newsletters, business newsletters, etc., may be included for study in this activity.

Activity Six:

As a culminating activity, visit a local newspaper office as a class. If this is not possible, perhaps a local newspaper reporter would be available as a resource person.

Be sure to have the children prepared for the field trip or visitor, and have a list of questions to present to the newspaper office guide or the reporter. (Do not forget to write a thank-you letter, too.)

EXTENDED ACTIVITIES:

1) Start a SPARK newspaper. Discuss and assign jobs and responsibilities. Distribute the paper to family, friends, or to another SPARK class.
2) Interview a local newspaper delivery boy about his job. Write an article from the information received in the interview.
3) Write a news article about SPARK activities and submit it to a local or school newspaper for possible publication.

4) Study other forms of news media, such as radio and television. Take a field trip to a local radio or television station or have a resource person visit the class. Compare these other forms of news media with a newspaper.

5) Do an individual research report on the national and international news services available to the news media.

6) Have a "Newspaper Nonsense" project. Using words cut from newspaper headlines, create a new silly or funny headline and write a make-believe news article to go with it.

7) Create a newspaper comic strip for the SPARK newspaper, school newspaper, or post it on a bulletin board.

MATERIALS:

The World Book Encyclopedia (or a similar source)
dictionaries
thesaurus
writing paper
chart paper
variety of newspapers
pencils
marks-a-lot
scissors
glue or paste

USE THE NEWS

PURPOSE:

To stimulate interest in the newspaper

To provide an opportunity for the child to make decisions, choices, and evaluations

To provide an opportunity for the child to express himself to others

To help the child to become aware of the cost of many items

To promote better understanding of wise spending

SUGGESTED TIME: (no specific)

CONTENT:

Adapted from teacher's workbook, Use the News.

PROCEDURE:

Discuss the newspaper with the group, its purpose, things contained in the newspaper, etc. After discussion tell the group to look through a newspaper (one for each child) and find an ad that tells about something they would like to have or need.

Each child will cut out an ad and paste it on a sheet of paper. Let each child tell the class what it is, where he will use it, why he wants it, how much it will cost, and how he will get the money to buy it.

MATERIALS:

newspapers

scissors

paste

paper (9 X 12 inch)

Teacher's Notebook and Ideas

SIGNS AND SYMBOLS

PURPOSE:

To provide the children with an opportunity to become familiar with signs, pictures, and symbols as means of conveying messages, giving directions, or in communicating

To help the children realize and understand to a small degree the use of picture symbols in communication as a written form that preceded alphabets

To provide a rebus story using Indian symbols for the children's enjoyment

To provide an opportunity for the children to use Indian symbols to write an original rebus story or message

To stimulate interest in other forms of signs and symbols used in our world today as well as in the past

SUGGESTED TIME:

(no specific time - depends on the interest of the class)

CONTENT:

Pictures, signs, and symbols are forms of communication that can be traced back to man's early ages. Many civilizations have had their own systems of communication, and in most, picture symbols preceded a more formalized alphabet

The American Indian used picture symbols as a means of communication and record-keeping. These picture symbols are still recognized today and are enjoyed and appreciated by most Americans.

PROCEDURE:

Prepare a chart depicting basic Indian symbols and their meanings. Hang the chart in a prominent place in the classroom. Prepare another chart or individual copies of the story "Little Horse" for the children to read.

Present the story along with the chart of Indian symbols and ask the children to read and enjoy both charts.

After the children have had time to read and discuss the charts, ask each of them to choose a partner. Have each one write an original story or special message to his/her partner using words and Indian symbols whenever possible.

Exchange the messages or letters; let the children enjoy them and share them with the rest of the class, if desired.

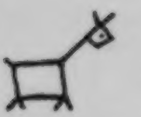
RELATED ACTIVITIES:

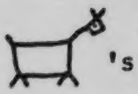
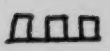
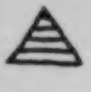
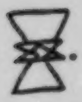
This activity could lead into a unit on picture signs and symbols. Other topics of interest that could be utilized and researched include:

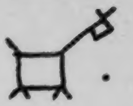
- highway signs and symbols
- airport signs
- Olympic symbols
- flag signals
- mathematical symbols
- holiday symbols
- sign language
- the Morse Code
- map symbols
- traffic signs and symbols
- musical symbols

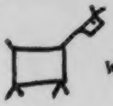
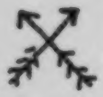
MATERIALS:

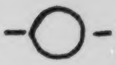
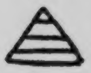
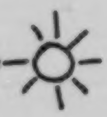
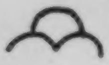
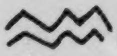
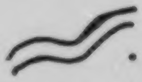
- Picture Signs and Symbols by Winifred and Cecil Lubell, Parent Magazine Press
- chart paper
- markers
- writing paper
- pencils
- crayons

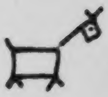
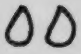
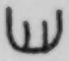
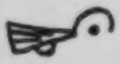
LITTLE 

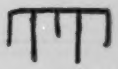
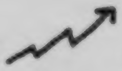
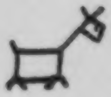
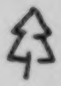
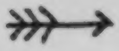
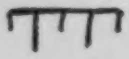
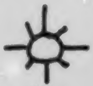
Little  's  was in a  . His mother was Little .

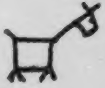
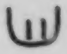
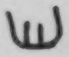
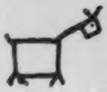
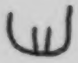
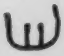
His father was Black  .

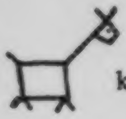
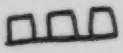
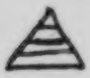
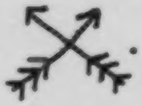
Little  wanted to play but he had no one to share his  .

One  he left his  . The  was hot and  were in the sky. He went over  and across a wide  . He was looking for a friend.

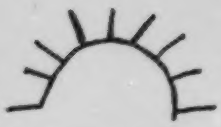
Little  saw  tracks,  tracks, and a  , but no one that he could call a friend.

Soon it started to  . It began to  , too, but Little  was not afraid. He sat under a large  for  until the  stopped and the  came back out.

Little  began to walk on. After a while he heard something. He saw tracks and then he saw a baby  . The  had a hurt paw. Little  helped the baby  by taking a thorn from his foot. He and the  made friends.

Little  knew it was time to return  . He must go back to his  . He knew that he now had a special friend in the forest and that they would have lasting .

INDIAN SYMBOLS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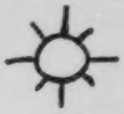
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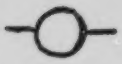
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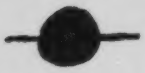
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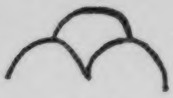
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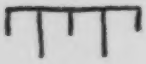
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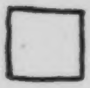
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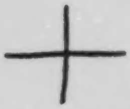
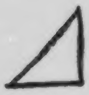

enemy crossed path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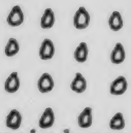
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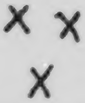
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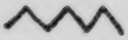
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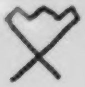
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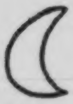
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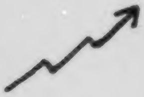
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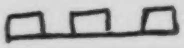
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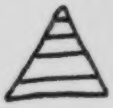
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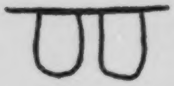
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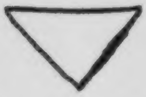
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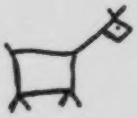
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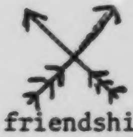
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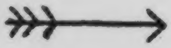
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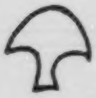
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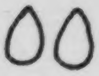
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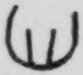
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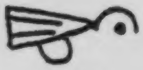
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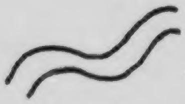
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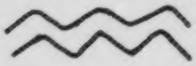
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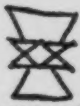
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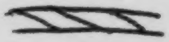
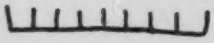

lasso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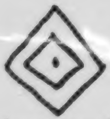
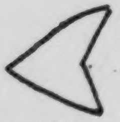

medicine man's eye


arrow

CHRISTOPHER COLUMBUS

PURPOSE:

To acquaint the child with the story of the life of Columbus

To develop within the child a feeling of sensitivity toward Columbus' hardships

To use the skill of using a globe and a map in a study of Columbus' voyages

To promote a feeling of pride for one's country

To gain knowledge of the historical background of America

CONTENT:

Read the story, A Book about Columbus, by Scholastic Services.

Show filmstrip with record, Discovery of America, by Singer (SVE).

PROCEDURE:

Group discussions following the reading of book about Columbus. In these discussions provide ample time and situations for the class to gain understandings of the following words and phrases:

voyage
Portugal
Indies
natives
mutiny
Admiral of the ocean
thatched roofs
ran aground, etc.

Use a globe to show route of Columbus' voyage. Use map to show other voyages made by Columbus. Show filmstrip with record, calling attention to special points to be discussed later. Questions for discussions may include the following:

Was Columbus' plan easily accepted? Why?

What hardships did Columbus face?

Why was he returned to Spain in chains?

What happened to the Santa Maria? Why?

What did Columbus call the place where he first landed?

EXTENDED ACTIVITIES:

1) Divide the class into three groups and ask each group to be responsible for making a cardboard ship to serve as a model of one of Columbus' ships.

2) Prepare a map for Columbus' first voyage using a flour, salt, food coloring and water mixture.

3) Provide materials to be used in creating a Coat of Arms.

4) Design two games for the sailors on the Nina, the Pinta, and the Santa Maria to play to pass the time away while at sea.

5) Sounds of Language readers: Sounds of a Young Hunter, "The Legend of the Twelve Moons", pages 228-251.

6) As a means of evaluation, ask each child to write a story about Columbus. This will be placed in the child's large composition book.

MATERIALS:

book: A Book about Christopher Columbus by Ruth Belov Gross, Scholastic Book Services

filmstrip: Discovery of America by Singer (SVE)

Readiness Globe

world map

cardboard boxes (3)

sheet (1)

tempera paints

flour

salt

food coloring

marks-a-lot

THE BALD EAGLE - AMERICA'S NATIONAL EMBLEM

PURPOSE:

To gain knowledge about the Bald Eagle - - its physical characteristics, population, habitat, family life, home, personality, feeding, and flight

To become aware of the danger of extinction that faces the Bald Eagle, how these dangers came to be, and what can be done to save the Bald Eagle

To learn the history of the use of the Bald Eagle as a symbol of our country

To research a topic as a group

To research an area of interest as an individual

To present and display materials and information concerning the Bald Eagle

SUGGESTED TIME: (no specific)

CONTENT:

This unit was adapted from a poster printed and distributed by Mutual of Omaha's Wild Kingdom. The poster, America's Bald Eagle, contains much information concerning the Bald Eagle. Areas covered include: physical characteristics, population, habitat, family life, eaglets, the eyrie, personality, feeding, flight, dangers and threats, conservation, history, and symbolism.

If this poster is not available, similar information can be readily found in most encyclopedias as well as numerous other sources.

PROCEDURE:

Activity One:

Display a visual of the Bald Eagle in a prominent place in the classroom. Without bringing attention to it, observe the children's reactions to and identification of the picture. After all or most of the children have seen the picture, gather the class together and begin a discussion of the visual. Work for proper identification plus any additional information or ideas the children may have concerning the Bald Eagle.

This would be a good time to begin research on the Bald Eagle. As a group, information can be found concerning physical characteristics, population, and habitat. Be sure to identify and clarify any new vocabulary terms during research.

After the initial research has begun, individual children will most probably inquire about other areas of interest. These areas should be recorded separately and put aside to be used later as topics for independent study.

Review the information found during group research and make a chart. Record specific information that has been of particular interest to the children.

Activity Two:

Present the list of additional areas of interest recorded during the first activity. At this time, other areas of interest may be added to the list. The teacher may need to question and challenge the students to bring about interest in areas that may have been overlooked.

Other topics of interest could include:

- family life
- eaglets
- the eyrie
- dangers and threats
- history and symbolism
- feeding
- flight
- personality
- conservation

Individual research reports can be assigned on these topics. Other children may wish to use an art form as their contribution. Illustrations, paintings, and clay models may be made. Perhaps a model of the eyrie could be constructed by one child or two or three working together.

Allow the children a few minutes to begin research in the classroom. Additional work at home may be necessary as well as time during class. Put a limit on how many days or weeks will be allowed for project work. Upon completion, these projects are to be presented to the class.

Activity Three:

Plan and assemble a display of all reports, illustrations, models, etc.. Invite parents or other classes to view and comment on the display. Individual students may wish to be present to help explain and give information concerning the project.

MATERIALS:

"America's Bald Eagle - A Bicentennial Tribute from Mutual of Omaha's Wild Kingdom"(poster)

science words

other dictionaries

thesaurus

Childcraft

Compton's Precyclopedia

World Book Encyclopedia

The Illustrated Encyclopedia of the Animal Kingdom
writing paper
art paper
pencils
crayons
tempera
clay
marks-a-lot

THE ALAMO

PURPOSE:

To acquaint the child with an important event in history

To gain knowledge about great frontiersmen and the role they played in shaping our country

To promote a feeling of sensitivity to a people and a cause

To use the skill of using a map in a study of the Alamo

To provide opportunities for research to be done by those children interested in gaining further information

SUGGESTED TIME: (no specific)

CONTENT:

Adapted from a regular classroom lesson.

PROCEDURE:

Show the filmstrips, Great American Frontiersmen, Singer Company: Davy Crockett, Daniel Boone.

Questions for group discussion:

Why were these men considered great? What events led to the battle of the Alamo? Were these men brave? Why? Do you feel that the Texans lost their fight or won? Tell how? Why is this battle still an important event in our country's history?

Activity:

1) Children may choose to prepare research reports at school or at home to share with the class. For example: other great men who fought at the Alamo. Books and personal interviews may be utilized as sources.
2) Children may construct a model of the Alamo using illustrations from reference books or other sources.
3) Children may draw murals showing the final siege of the Alamo.

EXTENDED ACTIVITIES:

1) Children may write a play showing the start of the battle and then the final days at the Alamo.
2) Children may compose poems about the men who fought at the Alamo or other events centered around the Alamo.

MATERIALS:

- filmstrip: Great American Frontiersmen, Singer Company (SVE)
- Compton's Precyclopedia
- Lincoln logs
- popcicle sticks
- clay
- toy frontiersmen
- felt markers
- drawing paper
- pencils
- notebook paper
- scrap material

LOUISIANA

PURPOSE:

To review and strengthen geographic concepts and map and globe skills

To learn to locate the state of Louisiana on a map or globe

To locate major cities, rivers, lakes, and the capital city of Louisiana

To learn about the state bird, seal, motto, flower, and flag

To learn about the major imports and exports of Louisiana

To learn the origins and meanings of common French names and places

SUGGESTED TIME: (no specific)

CONTENT:

Adapted from a unit developed in a regular classroom.

PROCEDURE:

1) Read the book: Clovis Crawfish and His Friends by Mary Alice Fontenot. Discuss type of story - - where it takes place, familiar names and places, etc.

2) Locate Louisiana on a map and tell what states border it; also what body of water is to the south.

   Discuss major cities and locate a map. Have children find major rivers and lakes. Have them draw a free-hand map of Louisiana, locating specific cities and bodies of water.

3) Sound filmstrip: New Orleans, A Marketing Community. The filmstrip shows important landmarks of the city. It then traces a product (bananas) from its arrival at the port to the local supermarket.

   Locate New Orleans on the Denoyer-Geppart Floor Map and on the globe.

4) Using the book, The Pelicans by George Laycock, show how the pelicans build their nests and raise their young. How they go fishing, and how they get along with other animals. Discuss the brown pelican as the state bird.

5) Other examples of books, materials, activities, and topics related to subject area are:

a) Field trip: Visit the capital city. Discuss importance of its location as a seaport.

b) Compton's Precyclopedia, Volume 11-39; 12-44-45.

c) Additional field trips: Port of Lake Charles, courthouse, Creole Nature Trail, Conoco refinery, Coushatta Indian trading post, museum, and an authentic Creole family.

d) Activity sheet dot-to-dot math, see page

e) Divide into groups. Plan a travel poster Louisiana inviting others to visit.

f) Make map of Louisiana using flour, salt, clay, rice, and beans.

MATERIALS:

Clovis Crawfish & His Friends by Mary Alice Fontenot

The Pelicans by George Laycock

children's library books

maps of our city, state, and capital

globe

Denoyer-Geppart floor map

sound filmstrip: New Orleans, A Marketing Community (SVE)

answer key for dot-to-dot picture

SET 5

	A	B	C	D	E
1 - - -	28	32	39	30	34
2 - - -	40	26	33	17	38
3 - - -	44	18	19	23	51
4 - - -	25	22	20	16	24
5 - - -	58	75	55	26	

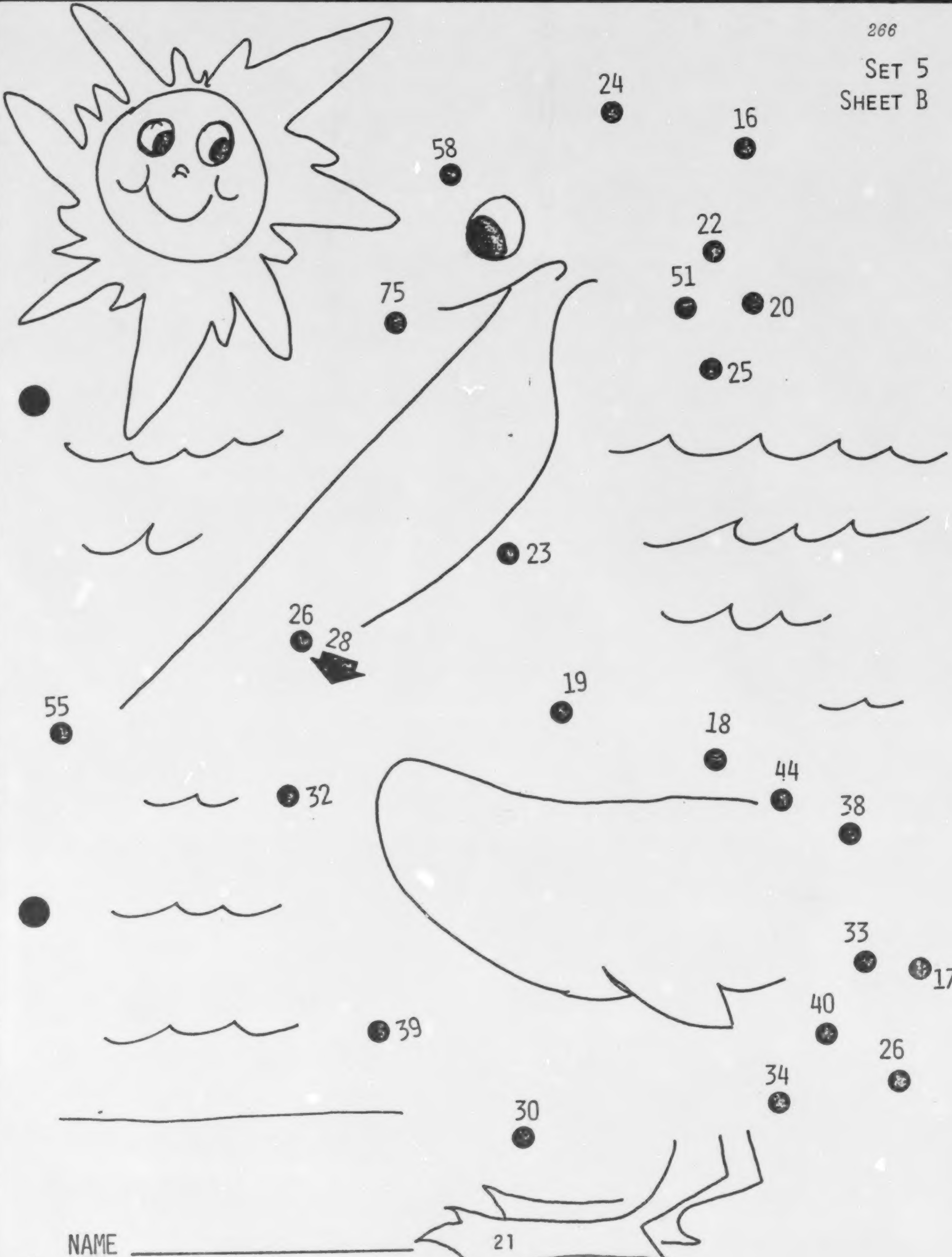
1. Have child do this page.
2. Use check sheet.
3. Complete dot-to-dot picture.

SET 5
SHEET A

	A	B	C	D	E
1	78 -50	92 -60	69 -30	70 -40	44 -10
2	90 -50	86 -60	53 -20	97 -80	88 -50
3	54 -10	48 -30	49 -30	93 -70	61 -10
4	55 -30	32 -10	80 -60	56 -40	34 -10
5	88 -30	95 -20	75 -20	96 -70	

Taken from Math-A-Dot by Judith N. Parsons, Level II, Fearon Publishers, Incorporated, Belmont, California, Set 5; Sheet A.

SET 5
SHEET B


24
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NAME ______________________

BENJAMIN FRANKLIN

PURPOSE:

To acquaint the child with the story of the life and contributions of a famous American

To see in Franklin's life an example of initiative and multi-talents and use this life as a model for valuing an unusual ability within oneself

To acquaint the child with life of one who improved mankind's life through scientific, educational, and governmental endeavors

To acquaint the child with the purpose and meaning of an almanac

To improve the child's verbal and non-verbal creativity skills

To further develop the child's beginning basic research skills

SUGGESTED TIME:

(six thirty-minute sessions)

CONTENT:

Use many books, magazines, pictures to tell and read the story of Benjamin Franklin. Begin the study with the partial reading of the book: Ben and Me, An Astonishing Life of Benjamin Franklin By His Good Mouse Amos. This is a book in which Amos immodestly reveals that he, Dr. Franklin's closest friend and adviser, was largely responsible for the great man's inventions, discoveries, and successes. Pages 5-6 of this book relate the finding of the manuscript. Use this literary explanation as a motivation for this study. The teacher should choose particular chapters to read aloud to the class, keeping in mind the interest and maturity level of the students. Chapters 1, 2, 6, and 7 seem to be of particular interest to this age level. The book should be available to the child to read in its entirety if desired.

PROCEDURE: (whole class)

1) Read Ben and Me, Chapters 1 and 6. Use spontaneous discussion to diagnose how much is known about the life and contributions of Benjamin Franklin.

2) Using the story from Highlights magazine, January, 1976, introduce the meaning of almanac. Examine copies of current almanacs. Encourage the child to obtain copies of almanacs from local libraries, pharmacies, etc. Keep all almanacs on display during this study.

3) As a means of evaluation following the reading and/or telling of Franklin's life, make a class chart of his contributions to mankind. This may be illustrated by the children. Also each child should write a short composition of knowledge gained from the study of Benjamin Franklin in his large composition book.

4) Some children will be interested in using the book Ben and Me to create a puppet show, shadow box, mural, diorama, or creative story, as "If I Had Been Amos" etc.

5) Value clarification discussion:
Did Franklin's poor eyesight motivate him to invent bifocals, or was Franklin so innately a humanitarian that his inventions were always a reality of a dream for the betterment of society? Do people today still make contributions to society unselfishly? Cite examples. Are there multi-talented people who make no contributions to mankind? Why?

6) Compare influences on Franklin's life to those of Frederick Douglass.

7) Have the class write a SPARK almanac. Decide what the almanac will contain; give each child an opportunity to contribute in one area. Allow the child to use any form for writing and illustrating this section. One or two children may be responsible for designing and making a title page. Laminate each page and make a permanent almanac for the room. Make Xerox copies of the almanac for each child to have to share with his family.

EVALUATION:

Teacher observation of the child's ability to use language and reading skills effectively and creatively in each chosen task during the study of Franklin. Teacher observation of the child's ability to contribute verbally and non-verbally as a member of a group. Teacher recognition of the need to nurture unusual interest and talent in the area of science.

MATERIALS:

book: Ben and Me by Robert Lawson, Little, Brown and Company, Boston, 1939

book: Benjamin Franklin by Enid LaMonte Meadorocroft, Scholastic Book Services

book: Men and Women Who Made America Great by Eugene C. Basine, Laidlow Brothers, River Forest, Illinois, pages 110-114

Highlights magazine, January, 1976

1976 Information Please Almanac, Editor Ann Golenpaul, Thirtieth Edition

Compton's Precyclopedia, Volume 6 and Volume 9

chart paper

multi-media art materials

notebook and art paper, 9 X 12 inches

FREDERICK DOUGLASS

PURPOSE:

To acquaint the child with the story of the life of the American, Frederick Douglass

To further provide the child with an understanding of the people represented in a minority group

To provide opportunities for the child to examine and clarify his values toward any minority group

To gain knowledge of the historical background of slavery and the Civil War

To promote a feeling of sensitivity to a people and a cause

To use the skill of using a globe and map

To encourage and promote the study of other famous black Americans

To acquaint the child with the significance of using freedom of speech and the press as means of promoting equal rights of groups of people

SUGGESTED TIME:

(three thirty-minute sessions)

CONTENT:

Read the story of Frederick Douglass using the following books:

Frederick Douglass Fights for Freedom
Stories of Twenty-Three Famous Negro Americans
Compton's Precyclopedia, Volume 15

PROCEDURE:

Begin a discussion of the story and life of Harriet Tubman, the black American woman, presented in SPARK in Grade One. Give ample time for the children to discuss any part of her life in detail. Give further time for discussion of her contribution to a cause - freedom. Introduce Frederick Douglass as a male black with similar background of experiences. Read aloud 2-3 chapters at a sitting, the book Frederick Douglass Fights for Freedom. Allow time for discussion during the reading. Allow time for map and/or globe study of his life travels during the reading of the book. Use the other two sources listed under Content to provide additional information about his life and his family.

EXTENDED ACTIVITIES:

1) Compare the life and contributions of Harriet Tubman and Frederick Douglass.

Value Clarfication: Were the results of Harriet Tubman's work the same as Frederick Douglass? Why not? When Douglass died in 1895, how much actual freedom did the black man have in the United States? Follow the steps of what has happened for the cause of freedom for the black people since his death, etc. Have you contributed to any individual's feeling of freedom?

2) Individual and class research of other black people that have become famous in America (sports, music, science, medicine, ministry, etc.). After an individual report to the class, begin a class chart entitled Famous Black Americans. The child may put the name and one sentence or phrase that identifies the contribution. This chart may be continued the remainder of the year.

3) Present the story of Matthew Hensen, black explorer of the North Pole and companion of Peary. Use the book Peary and Henson: Concepts and Inquiry Social Science Program from Allyn Bacon Social Science Series; also "Matthew A. Henson, Polar Explorer," pages 1-5, from the book Stories of Twenty-Three Famous Negro Americans.

4) Present the American primitive artist, Clementine Hunter, black woman living on the Melrose Plantation in Natchitoches, Louisiana. Born in 1882 on a Louisiana plantation, Clementine Hunter worked variously at cotton picking, pecan harvesting, sewing, cooking, laundry, and whatever work presented itself at the time. Her painting career began by chance in 1946 when one of Louisiana's finest artists, Miss Alberta Kinsey, visited the plantation where Clementine lived and left behind a brush and some partly used tubes of paint. Curious and industrious, Clementine picked up the brush and paints and using a discarded window shade, painted her first work of art. On her return to the plantation, Miss Kinsey was so pleased at the interest shown by Clementine Hunter that she continued to supply her with art materials and encouragement on each return trip.

Now, in 1977, Clementine Hunter, at 95 years of age, lives out her life at Melrose plantation. She continued painting until age 90. (information from Downtown Gallery, 532 Chartres Street, New Orleans, Louisiana)

Values Clarification discussion: What makes people attempt artistic endeavors with limited materials? Compare the hardships of Douglass and Hunter's lives; what difference did the positive influence of other people make in these two lives, etc.?

5) Introduce the famous baseball player Leroy "Satchel" Paige. Use the story of his life as presented in Highlights magazine, March, 1977, pages 28-29.

Value Clarification discussion: Discuss the fact that Paige was not allowed to pitch in the major leagues until he was past his youth and prime career years - - late forties. Why isn't this happening today? Who encouraged Paige? How did his time spent in reform school change his life? Suppose he had been allowed to attend school and play baseball as a young man?

Vocabulary study: meaning of the term "rookie" used in sports and other areas of life.

6) Value clarification discussion:
Frederick Douglass never knew the exact date of his birth. When he questioned this, he was told as a black child this was unimportant. How do you feel about your birthday? Suppose you had been told your birthdate was unimportant?

7) Sound of Language reader: Sounds of a Young Hunter, read aloud the negro tale on pages 96-99.

8) Following the completion of this study as a means of evaluation, have each child write a short composition of life as a slave; or as a slave owner; or "If I Had Been Frederick Douglass"; "If I Had Been Tubman, Hensen"; "What It Means to be Free"; etc. . Each child would be allowed to choose one of these or any other idea pertaining to the study. These may be read aloud to the class and placed in the child's composition book.

MATERIALS:

book: Frederick Douglass Fights for Freedom by Margaret Davidson, Scholastic Book Services

book: Stories of Twenty-Three Famous Negro Americans by John T. King and Marcet H. King, Steck-Vaughn Company, Austin, Texas, 1967

book: Peary and Henson by Social Science Staff of Educational Research Council of America: Allyn and Bacon, Incorported, 1970

book: Men and Women Who Made America Great by Eugene C. Basini, Laidlow Brothers, River Forest, Illinois, pages 340-346

Compton's Precyclopedia, Volume 5

Readiness Globe

chart paper

notebook paper

pencils

marks-a-lot

scenes of plantation life: Six Prints for Framing by Clementine Hunter

HELEN KELLER

PURPOSE:

To acquaint the child with the story of the life of the American woman, Helen Keller

To promote a feeling of sensitivity to people with any physical handicap

To aid students in clarifying the values demonstrated in the life of Helen Keller

To see in Keller's life an example of contentment and acceptance of a handicap after initial frustration and anguish

To use this life as a model for valuing the character building qualities of persistence, patience, love of beauty, concern for others, and improvement of self

To acquaint the child with the life of one who was able and willing to relate to and instruct the blind

To acquaint the child with the life and work of Louis Braille

To provide materials written in Braille for student examination

To interest and motivate the child to contribute to the work of a local Braille center

To acquaint the child with other biographies of dedicated human beings

SUGGESTED TIME:

(six thirty-minute sessions)

CONTENT:

Magazine: Highlights, May 1976, "Helen Keller"

Book: The Story of Helen Keller, Scholastic Book Services

Compton's Precyclopedia, Volume 5

Magazine: Highlights, April, 1977, "Thomas Hopkins Gallaudet, Friend of the Deaf"

Magazine: Highlights, December, 1976, "The Complicated Business of Seeing"

World Book Encyclopedia, Volumes B, K, G, S

PROCEDURE:

1) Begin the study by reading the story "Helen Keller", exactly

as written in Highlights magazine, May 1976, pages 35-36. Allow time during the reading for discussion.

2) Using the Scholastic book on the story of Helen Keller's life, continue to provide detailed knowledge of her early years through adulthood.

3) Research the life of Anne Sullivan, the special teacher for Miss Keller who came when Helen was age seven and remained with her for the rest of her life.

Value clarification discussion:

The sacrifice made by Sullivan for the development of one life - did a handicap in her own life enable her to accept the challenge of changing this little girl's life? Why do people choose to teach and aid the handicapped? Would you? What if no schools were provided for the handicapped?

4) Present the story of Thomas Hopkins Gallaudet, as given in Highlights magazine, April, 1977, pages 38-39. Following discussion of this article, provide research materials that give other information concerning deafness, schools for deaf, sign language, mechanical aids for deaf people, etc.

5) Have a resource person, ophthalmologist or optometrist, visit the classroom and discuss care of eyes and eyeglasses (lenses).

6) Invite a volunteer member from a local Braille center to speak to the class concerning the making of Braille books for the blind. Centers are usually established in Lutheran churches. Assignments are given the center by the national office in Washington. Each center is responsible for making a specified number of books per week. This person would also be able to show the class how the blind hold the book for reading; the language the book is printed in; the country or place in the United States the books are mailed to, etc. Use the United States map or globe for locating these places. (geography)

7) Following the visit of the volunteer from a Braille center, discuss the idea of bringing small amounts of money to contribute as a SPARK donation to the local Braille center. If the class elects to do this service project, have the person return to receive the money. The class may write a proclamation concerning this worthwhile endeavor and present it with the donation. (Books are printed at a very nominal cost.)

Math: have the class decide how many books would be able to be printed from the amount of money collected (division).

8) As a means of evaluation have each student record facts or write a short story of one of the persons studied in this unit. He may choose to write this in his diary or large composition book.

EVALUATION:

Teacher observation of the child's ability through discussion and written work to perform the planned activities.

MATERIALS:

Highlights magazine issues: May, 1976; December, 1976; and April, 1977

The Story of Helen Keller, Scholastic Book Services

Compton's Precyclopedia

Compton's Encyclopedia

World Book Encyclopedia

various reference books

CHARLES LINDBERGH

PURPOSE:

To acquaint the child with the life of the famous American, Charles Lindbergh

To gain knowledge of the historical background of aviation

To use the skill of using a globe and a map in the study of Charles Lindbergh

To provide opportunities for the child to examine and clarify his values toward bravery and self-fulfillment

SUGGESTED TIME:

(two thirty-minute sessions)

CONTENT:

Read the story "Charles Lindbergh's Historic Flight", in Highlights, May, 1977. A similar story can be found in Compton's Precyclopedia, Volume 1, "The Airplane That Wouldn't Stay Down."

PROCEDURE:

Following the reading of the stories, have a discussion concerning the importance of Lindbergh's flight, what it meant to him, and what it meant to the rest of the world.

Use the globe and a world map to trace the flight path that Lindbergh followed and to compare distances between cross-country air-travel and Lindbergh's flight across the Atlantic Ocean.

EXTENDED ACTIVITIES:

1) Research other famous aviators either as a class or individually.
2) Find out more about the development of airplanes and air travel from early days to modern times.
3) Compare the lives and accomplishments of the Wright brothers with Charles Lindbergh.

MATERIALS:

Highlights, May, 1977

Compton's Precyclopedia, Volume 1

World Book Encyclopedia

Childcraft

globe

world map

INFORMATION FOR THE DEVELOPMENT OF OTHER SOCIAL SCIENCE TOPICS AND ACTIVITIES

1) Topic: The Norsemen

Content. Book: The Norsemen, Explorers and Discoveries, Allyn and Bacon, Incorporated

Compton's Precyclopedia, Volumes 5, 11, 15, 16

Time: (two thirty-minute sessions)

Procedure:

1 - Read the book, The Norsemen to the class. Allow for questions and discussions from the students.

2 - Follow the story on a map, locating the lands shown on pages 40-41 in The Norsemen book.

3 - Using the Compton's volumes, continue to give the students information about this subject.

4 - Discuss the meaning of Viking as compared and related to Norsemen.

5 - Allow the child to question the knowledge that the world usually attributes the discovery of this continent to Christopher Columbus. Why?

6 - Using all reference materials, research viking ships. Divide into small groups and using shoe boxes, allow each group to make a model of a viking ship.

7 - Group discussion: Reasons the rest of Europe did not know about the lands explored by the Norsemen.

8 - This subject lends itself to the development of puppet shows, dioramas, murals, etc.

Evaluation:

Teacher observation of the child's ability to perform the planned activities.

Teacher observation of the child's ability to write a short story using the knowledge gained from this study.

2) Topic: Columbus Day

Content: The Cruise of Mr. Christopher Columbus, Scholastic Services

Activity:

Read a book about the cruise of Christopher Columbus and his discovery of America.

Discuss: If Columbus could come back and visit America today, what changes would he see? Have each child illustrate one thing or event that he believes would interest Columbus the most.

3) Topic: Qualities of a Good Leader

Activity:

Following a discussion concerning the role of the president of the United States and its importance to the welfare of our country, brainstorm the qualities of a good leader.

Have each child record five characteristics he believes to be the most necessary. Let each person read aloud the one quality he thinks is the most important. Discuss these qualities and why they are important.

Extended Activity:

During a presidential election year, ask each child to write a statement of what he would ask the president-elect to do for the country. (political science, economics)

MATERIALS USED IN THE DEVELOPMENT OF THE SOCIAL SCIENCE CURRICULUM AREA

Our Country
Grade One, student texts and teacher's guide
Allyn and Bacon

Our Community
Grade Two, student texts and teacher's guide
Allyn and Bacon

Sounds of Language readers
Holt, Rinehart, and Winston

Precyclopedia
Volumes 1-15
Compton

Explorers and Discoverers Series:

Marco Polo
Henry Hudson
Admiral Byrd
Magellan
The Norsemen
Amelia Earhart
Cousteau
John Glen
Peary and Hensen
Estevan

Allyn and Bacon

Louisiana Almanac
Pelican Publishers

Information Please Almanac
Atlas and Yearbook, 1976

The Story of the Acadians
Pelican Publishers

Additional children's selected library and reference books

PERIODICALS:

Highlights for Children
National Geographic WORLD
Cricket
Ranger Rick

STUDY PRINTS:

Our Wonderful Country series - Sets 2, 4, 5
   Coronet

American Indians - Yesterday and Today

Urban American - Rural America
   a Milliken study print book and teacher's guide

POSTERS:

Pilgrim Portfolio
Abraham Lincoln Life-Line
   Scholastic Services

FILMSTRIPS AND CASSETTES:

The Story of Christmas and Hanukkah
New Orleans: A Marketing Community
Our Urban Needs/Sanitation Workers
You, The Consumer: Where Does Your Allowance Go?
   Singer (SVE)

Dinosaur Tales
Animal Fables
Aesop's Fables
   Coronet

BOOK-RECORD COMPANION SERIES (selected titles)
   Scholastic Book Services

MAPS AND GLOBES:

Twelve-inch Readiness Globe
U. S. Raised-Relief Map
Maps Show the Earth Kit
   Nystrom Company

Actionmap - U. S. Floor Map
   Denoyer-Geppart

U. S. Map Puzzle Plaque
Continent Map Puzzle
   Playskool

Game of the States
   Milton Bradley

Career Activity Cards
  "If I Worked Here"
  Learning Discoverers

Understanding Our Feelings
  28 photograph prints
  Instructo

Dukane Cassette AV Matric

Record player

Tape recorder and blank cassettes

One stereo headphone

MATH CURRICULUM AREA

LEARNER GOALS FOR THE MATH CURRICULUM AREA

1. To aid the child in learning how to devise strategies for finding solutions to problems.
2. To provide opportunities through the use of games for the child to make decisions, choices, and evaluations.
3. To provide diversified activities for the child to practice basic mathematical operations.
4. To make the child aware of the thinking processes of himself and others.
5. To aid the child in learning to use logic to tackle, discuss, and explore different approaches needed to play games.
6. To further develop mathematical thinking as a skill.
7. To introduce the child to metric linear measurement.
8. To reinforce the math terminology used in the child's first grade basic program.
9. To recognize the child with unusual talent and to encourage further specialized opportunities.

SOUNDS OF LANGUAGE READERS - LEVELS 7-11

In the development of mathematical concepts and skills such as rote counting, quantity, comparisons, time, money, and measurement, the following pages in the student book may be useful:

COUNTING

Sounds After Dark, pages 126-127; 226; 229-255; 268-287; 288; 32-33.

Sounds of the Storyteller, pages 26-31; 60-81; 144-149; 195-211; 212-213; 252-253; 288.

Sounds of a Young Hunter, pages 108-109; 280-288.

Sounds of a Distant Drum, pages 318.

TIME

Sounds of a Distant Drum, pages 20-21; 112-117; 124-133; 201-219; 304-305 (season); 311.

Sounds After Dark, pages 128; 153 (season); 178 (season); 37 (season); 38-39 (month of year).

Sounds of the Storyteller, pages 59 (season); 83 (month of the year); 84-85 (season); 138-139 (season); 140-141 (season);177-193; 250-251 (months); 36-67.

Sounds of a Young Hunter, pages 172-173 (season); 206-207 (season); 228-251 (season); 314-315 (season); 350-353; 374-379.

Sounds of Mystery, pages 101 (month); 112; 160-161.

QUANTITY

Sounds After Dark, pages 186-216.

Sounds of the Storyteller, pages 152-175; 215-231.

Sounds of a Young Hunter, pages 112-115; 116-122; 294-313.

COMPARISONS

Sounds After Dark, pages 66-91; 260; 36.

Sounds of the Storyteller, pages 24-27; 254-287.

Sounds of a Young Hunter, pages 78-79.

Sounds of Mystery, pages 48-54; 91-99; 200-203; 352-353.

Sounds of a Distant Drum, pages 286-297.

MONEY

Sounds After Dark, pages 96-97.
Sounds of the Storyteller, pages 22-23.
Sounds of a Young Hunter, pages 28-31; 72-77; 94; 111.
Sounds of Mystery, pages 114-116; 320-329.
Sounds of a Distant Drum, pages 153-178.

MEASUREMENT

Sounds of the Storyteller, pages 136-137.
Sounds of Mystery, pages 24-47; 138-140; 256-263; 332-335.
Sounds of a Distant Drum, pages 26-53; 118-119; 322-383.

GAMES

PURPOSE:

Providing opportunities through the use of games for the child's development of the skills of decision making and creativity

Using games to help the child to accept the fact that he will lose as well as win

SUGGESTED TIME:

(throughout the year)

CONTENT:

Dominoes (matching; keeping score on paper)

Score-Four (strategy; mild competition)

Checkers; Chess (decision making; logic)

Sum Fun (addition and subtraction)

Tens (matching; addition)

Sneaky Snake (number sequence)

Spirograph (geometry; following directions)

Pairs (matching; memory)

Math Bingo (recognizing shapes and numerals)

Rack-O (number pattern sequence; competition)

PROCEDURE:

According to the needs of the students, the method of using the games will be either teacher-directed or student-initiated. (individual, small group, whole class)

EXTENDED ACTIVITIES:

Children may develop original sets of rules for the games in the classroom.

Children may develop and construct original games to share with the class.

MATERIALS:

paper

pencils

Lux minute timer

LEARNING ABOUT NOODLES

PURPOSE:

To find out how noodles are different in size, shape, and kinds

To develop the child's ability to categorize according to size, shape, kinds, etc.

To provide opportunity for the child to make estimates

To provide experiences in comparing sizes

To teach addition and subtraction facts through use of noodles as concrete manipulative objects

SUGGESTED TIME: (no specific)

CONTENT:

This activity was adapted from the Elementary Teacher's Ideas and Materials Workshop.

PROCEDURE:

Using noodles of three different shapes, pour an equal amount of each into a large bowl. Have the children sort them into groups according to shape.

Ask: Which group has the most noodles?

Which group has the fewest?

Do any two groups have the same number of noodles?

ESTIMATION:

Put a number of noodles of one kind in a closed jar on a display table. Ask children to guess how many noodles are in the jar. Let them write their answers on a chart. At the end of the week see who has come closest to the actual number by counting the noodles aloud.

MEASUREMENT:

Using more than one different shape of noodles, find out for example:

How many noodles equal the length of the pencil?

How many noodles equal the width of one book?

Would you need to use more macaroni or more shells to measure the lengths of your desk? Why?

Addition and Subtraction:

Using the noodles as concrete manipulative objects, set up number problems, such as three noodles plus two noodles equals how many all together? If you begin with six noodles and take three away, how many noodles will you have left?

MATERIALS:

noodles and macaroni

EXTENDED ACTIVITIES:

Language Arts - Noodles provide a good tactile experience for learning words. The following projects can be worked throughout the year by individuals or by small groups. The noodles can also be dyed and then used. I hung the finished "Word Plaques" on the bulletin board. The children took turns using a pointer to read their special words.

Names - Begin by writing the child's name with a felt-tipped marker on a piece of shirt cardboard. Have the child trace the letters with his fingers. Then ask him to write his name with the noodles by gluing them down over the outline.

Favorite Words - Using the same technique as above, write the child's favorite word. (Some of our examples were: smile, peace, love, mother, sun, candy, share, etc.).

Art - Place an assortment of noodles in a large glass jar. Add a few drops of food coloring. Close the jar and shake it until all the noodles have been dyed. Place the noodles on a paper towel too dry. Repeat the process with more noodles and a different color.

Jewelry: string noodles for rings, bracelets, and necklaces

Pictures: as we did with words, draw the outline of an object on a piece of cardboard; fill in the object with colored noodles.

(Popular objects in our classroom were: trees, flowers, fish, owls, houses, trains, butterflies).

ENVIRONMENTAL GEOMETRY

PURPOSE:

To aid the children in indentifying geometric shapes (square, circle, triangle, rectangle)

To encourage children to think of geometry as it exists in the world around them

To provide an opportunity for locating simple geometric shapes

To become familiar with the names of simple geometric shapes

SUGGESTED TIME: (no specific)

CONTENT:

This activity was adapted from the Elementary Teacher's Ideas and Materials Workshop.

PROCEDURE:

Provide children with old newspapers and magazines for locating and identifying simple geometric shapes. Once the children have a basic understanding of simple geometric shapes using the newspaper, they can be encouraged to think of geometry as it exists in the world around them.

Introduce a common object, such as a truck, to the class. Guide the children in discovering that the truck is basically composed of circles, squares, and rectangles. Or you could use a child and let the other children identify the geometric shapes that compose his or her body. The child's head would be represented by a circle while his arms and legs would be regarded as a rectangle.

EXTENDED ACTIVITIES:

Have the children construct a mural depicting their local community or other communities found in different parts of the world. The mural would be constructed by using the large variety and number of geometric shapes found in the newspaper.

MATERIALS:

newspapers

magazines

butcher paper (for mural)

marks-a-lot

scissors

glue

colors

truck model

CODES AND CIPHERS

PURPOSE:

To introduce the child to two basic ways to write secret messages, codes and ciphers

To acquaint the child with the meaning of the words, code and cipher

To provide opportunities for the child to write messages in codes and ciphers

To provide an opportunity for the child to contribute as a member of a group

SUGGESTED TIME:

(three weeks)

CONTENT:

Cricket magazine, Volume 4, Number 1, September, 1976

Highlights magazine, December, 1975

National Geographic WORLD, October, 1975

Other books on codes and ciphers

Definitions: code - each real word has another word to stand for it.

cipher - letters rather than words are changed; in a transposition cipher, the order of the letters is changed; in a substitution cipher, the order of the letters is the same, but each letter is replaced by something else.

PROCEDURE:

1) Review Grade One Unit on "How to Write a Secret Message" pertaining to the alphabet number cipher, where a numeral is used for each letter. Write one message as a class.

2) Begin to give definitions and examples of codes, ciphers, encode, decode. Use the three magazines listed in Content as references for this information.

3) Write a space cipher and backward cipher as a class.

Example: Space Cipher - The message is: I have ten chocolate cookies.

The Space Cipher is:

IHA VETE NCH OCOLA TECO OKIES

Example: Backward Cipher - The message is: How can we divide ten by three?

The Backward Cipher is:

EERHT YB NET EDIVID EW NAC WOH

Never use punctuation marks in coded messages; they make messages easier to break.

4) A Telephone Cipher is very appealing to the child since there is usually a telephone dial to help in encoding and decoding. On a telephone dial each number is put with a group of three letters. The numbers 1 and 0 have no letters with them, but to even things out, there are two letters, Q and Z, that are not in the dial. To encode a message in the Telephone Cipher, let 1 stand for Q and 0 for Z. For the rest of the cipher, find the letters you need and write down the number of the group. If the letter is on the left of the group, put a dot to the left of the number. If the letter is on the right, put a slash mark to the right of the number. If the letter is in the middle, put a line over the top of the number.

For example: .7 = P $\overline{7}$ = R 7/ = S

Encode this message:

Strawberry ice cream is best.

Decode this:

4/ 5/ 4/ $\overline{5}$ $\overline{3}$ .6 .2 .7 5/ $\overline{3}$ .9 .2 5/ $\overline{6}$ $\overline{8}$ .8

Allow each child to encode a message to another child using the Telephone Cipher. Then let the child decode the message. The teacher should draw a large telephone dial on the black board for the child to use as a reference.

5) A popular code is called the Rail-Fence Code. Its name comes from the way you read it, starting at the top of each column and reading down. Here is how it looks:

L O B F R Y U E P

O K E O E O L A

Decoded: Look before you leap.

Dictionary codes are still another way to write in secret. For this, the child and a friend must have identical dictionaries.

To encode a message, write first, the dictionary page number, then the placement of the word on the page. For example, if the first word in your message is MEET, write the number of the page it is found on, such as 338. Then write 9R because it is the ninth word down from the top in the right-hand column: 338-9R. Continue with the other words in the message in the same way.

This code lends itself to providing opportunity for the child to use his basic math and language skills.

6) Encourage the class to bring other ciphers and codes from other sources, as home, library, etc. If a child brings a new way to write a message, such as Moon Code, ask the child to explain the code to the class and allow the class to write a message in this manner.

7) Using the child's large composition book as a means of evaluation, ask each child to write a code or cipher what he has learned in this unit. If appropriate, this may be a holiday message. Allow the child to encode this name when he identifies written or art work in the classroom.

8) Use the game, Alphabet Code, page 292 of this syllabus.

9) The class may make a booklet of examples of codes and ciphers learned in this study. They may encode one of each kind learned or make a booklet using only one code or cipher, as Rail-Fence Code. This booklet should be kept in the classroom for the child to enjoy decoding and for parents to view at conferences and open-house visitations.

EVALUATION:

Teacher observation of the child's ability to perform the planned activities. Teacher observation of the child that displays an unusual interest in further study in the area of research of codes and ciphers.

MATERIALS:

Highlights magazine, December, 1975

Cricket magazine, September, 1976

National Geographic WORLD, October, 1975

classroom reference books that contain information on codes and ciphers

notebook paper

chart paper

A GAME: ALPHABET CODE

PURPOSE:

To use the skills of encoding and decoding a message

To contribute as a member of a group

SUGGESTED TIME:

(twenty minutes)

CONTENT:

Any book about codes and ciphers.

National Geographic WORLD magazine, October, 1975.

PROCEDURE:

Put the following on the board:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Q	R	S	T	U	V	W	X	Y	Z
17	18	19	20	21	22	23	24	25	26

(circle and keep numbers apart)

1) Each child writes a message on a slip of paper (encode), using the above, as:

HAPPY HALLOWEEN
7 1 15 15 25 etc.

Do not put your name on the paper.

2) Put all slips of paper in a box.
3) Each child draws one slip of paper. Decode the message.
4) Share messages with class. The child may choose to identify his message or encode his name on the paper.
5) Appropriate for use at holidays or in correlation with other special units of study.

MATH COORDINATE PICTURES

PURPOSE:

To give experience in plotting points on a graph

To understand meaning of such terms as: horizontal, vertical, axis, and coordinates

To stimulate interest in graphs

To provide practice in locating squares on a grid

To teach the order of the numbers in pairs

To know that each point has two numbers as its name

To provide practice in setting up graphs

SUGGESTED TIME: (no specific)

CONTENT:

This activity has been adapted from The Instructor, December, 1976.

PROCEDURE:

This activity using coordinates can be introduced after children have had some experiences with bar graphs. Do this at the beginning of the school year by showing each child's height and weight on a bar graph. (one color for boys; one color for girls)

Use large square graph paper. (make your own if you wish) Draw horizontal and vertical axes and number the sqaures along the two axes. Each square on the grid has a two-number name, such as (3, 4) (7, 8) and so on. The two numbers are always given in the same order. The first number refers to the horizontal axis (across); the second number to the vertical axis (up or down). The square is located by moving across to 4 and then up to 7. Give practice in finding squares until the children are competent. Then have them create pictures by coloring given squares.

On the next page are instructions for a house. Others can be worked out.

Blue - (1,3) (1,4) (1,6) (1,7) (1,8) (1,9) (1,10) (2,3) (2,4) (2,5) (2,6) (2,8) (2,9) (2,10) (3,9) (3,10) (4,10) (5,10) (7,10) (8,9) (8,10) (9,3) (9,4) (9,5) (9,6) (9,8) (9,9) (9,10) (10,3) (10,4) (10,5) (10,6) (10,7) (10,8) (10,10) (4,5) (7,5)

Green - (1,1) (1,2) (2,1) (2,2) (3,1) (4,1) (5,1) (6,1) (7,1) (8,1) (9,1) (9,2) (10,1) (10,2)

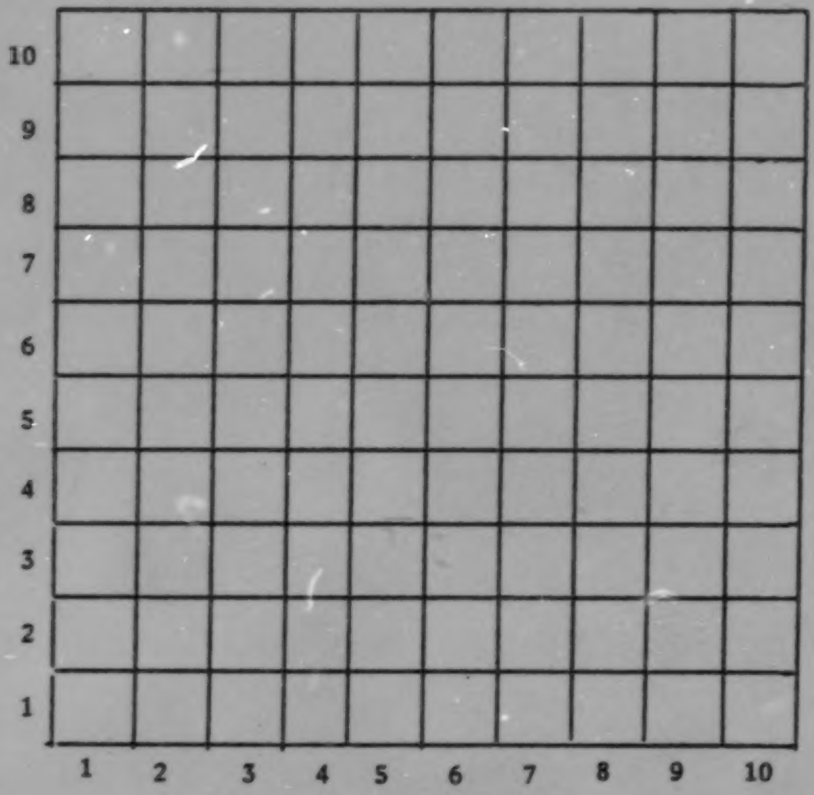
Yellow - (5,1) (5,3) (6,2) (6,3)

Red - (3,2) (3,3) (3,4) (3,5) (3,6) (4,2) (4,3) (4,4) (4,6) (5,4) (5,5) (5,6) (6,4) (6,5) (6,6) (7,2) (7,3) (7,4) (7,6) (8,2) (8,3) (8,4) (8,5) (8,6) (8,10)

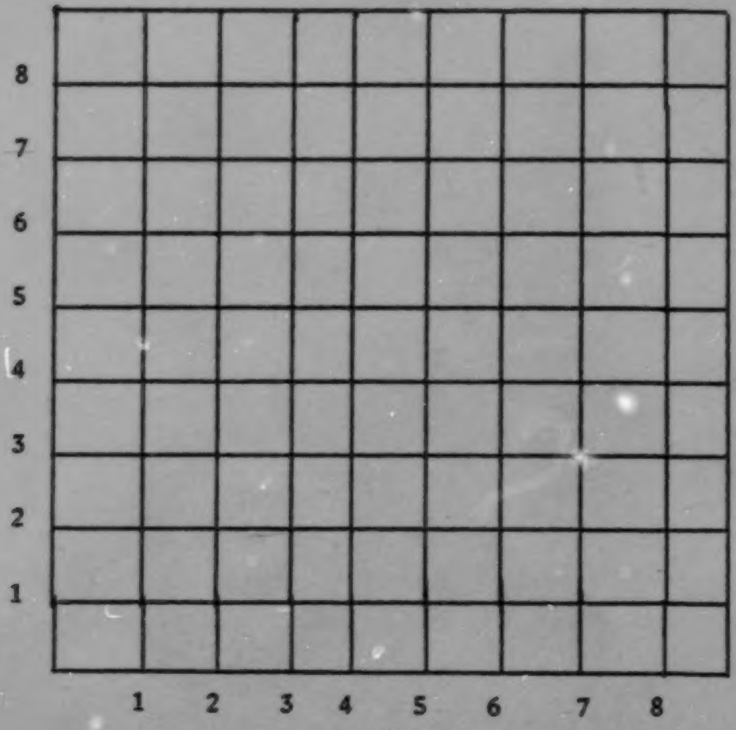
Brown - (2,7) (3,7) (3,8) (4,7) (4,8) (4,9) (5,7) (5,8) (5,9) (6,7) (6,8) (6,9) (7,7) (7,8) (7,9) (8,7) (8,8) (9,7)

(see following page for graphs)

Squares are Numbered


10
9
8
7
6
5
4
3
2
1
1
2
3
4
5
6
7
8
9
10

Lines are Numbered


8
7
6
5
4
3
2
1
1
2
3
4
5
6
7
8

A next step is to draw axes on graph paper and number the lines rather than the squares. This locates points rather than squares. The points are given by two numbers (in the same order as before) and are found where the numbered lines meet. Again practice is needed at this stage before going on to the picture building.

To build a picture, the first point is marked with a small cross and then joined to the next point and so on. The points are joined using straight lines and the pictures can be colored when completed.

Rocket

Join: (2,3) to (4,5) to (6,6) to (10,6) to (11,7) to (11,4) to (10,5) to (7,3) to (4,2) to (2,3);

Join: (2,3) to (4,4) to (6,5) to (10,6);

Join: (2,3) to (4,3) to (7,4) to (9,5) to (10,6);

Join: (10,6) to (10,5).

Airplane

Join: (2,7) to (4,8) to (5,8) to (7,8) to (12,8) to (13,9) to (13,5) to (12,6) to (8,6) to (6,6) to (4,6) to (2,7);

Join: (5,8) to (3,11) to (7,8);

Join: (6,6) to (9,3) to (8,6).

MATERIALS:

large graph paper
pencils
rulers
crayons

EXTENDED ACTIVITIES:

This activity can lead into the study of populations of a specific area, boys compared to girls in the school, record of rainfall for the year in city, etc.

Other activities could include working out geometric designs, patterns for drapery material, wall paper, etc.

INFORMATION FOR THE DEVELOPMENT OF OTHER MATH TOPICS AND ACTIVITIES

1) Topic: Measuring - Comparing Pounds and Kilograms

Activity:

Obtain a scale that measures mass in kilograms (Metric System) and a scale that measures weight in pounds (English System). Let the children use both scales to find their individual body weights and masses. Hopefully, they will discover that one kilogram is a little more than two pounds. Record weights and masses on a chart.

2) Topic: Counting

Content: Sounds of Language Reader, Sounds of the Storyteller, "Counting Lightly", pages 194-211

Activity:

Following the reading and discussion of this story, have the students develop and write words or sounds that cave man have said for rote counting from one to ten. Share each student's "caveman" language with the class.

3) Topic: Metric Interest Center

Content: Teacher's Ideas and Workshop, June, 1975

Activity:

Have children explore a variety of metric measures and units using labels from food cans, cereal boxes, and milk cartons. Include a meter stick, metric wrenches, metric gram weights, and a pan balance. Have the children touch, feel, and explore a variety of metric measures.

4) Topic: Number Line Game

Content: Teacher's Ideas and Workshop, November, 1974

Activity:

A limit of two to four players. (May use a strip of wide masking tape on the floor.) Players place game markers at zero on a number line. Dice are rolled. The highest number goes first, others proceed clockwise around the group. The game begins when a player rolls a pair of dice. He subtracts the smaller number from the larger and then draws a task card. The task card instructs him to add a specified amount to the result he obtained with the dice.

Sample
task
cards

ADD 3	ADD 9

__Materials:__

masking tape

felt marker

dice (pair)

task cards (prepared in advance)

5) __Topic:__ Roll the Dice

__Content:__ Adapted from __Teacher's Ideas and Workshop__, September, 1974

__Activity:__

Played much like Bingo, this game offers each child a card with possible combinations of the dice. He rolls his own dice, adds them, and records the sum on his sheet. The first to fill his sheet wins.

Sample Sheet

OTHER DIE

ONE DIE

	1	2	3	4	5	6
1	2					
2		4				
3			6			
4			7	8		
5					10	
6	7	8				12

Extended Activities:

1 - Build a table of all possible multiplication combinations.

2 - Roll the dice. Subtract the smaller number from the larger.

3 - Lay out a deck of nine cards numbered from one to nine. Roll a pair of dice. Pick up one card or a combination of cards that equals the sum of the dice. The goal of the game is to remove all the cards from the table. A variation of the game is to record the amount of each captured card and keep a running total. (Captured cards are returned to the table after each play). The first to reach 100 points wins.

4 - Use a set of cards numbered zero through ten. Roll three dice and subtract the third. You may turn over the card number that results. Your score is the sum of what is left. Keep track and a running total. The first player to reach 300 wins. After all cards have been turned over, turn them all number-side up again and continue play.

MATERIALS USED IN THE DEVELOPMENT OF THE MATH CURRICULUM AREA

Sounds of Language readers
   Holt, Rinehart, and Winston

Precyclopedia
   Volumes 1-15
   Compton

Additional children's selected library and reference books

PERIODICALS:

Highlights for Children
National Geographic WORLD
Cricket

INVICTA MATERIALS:

Metre stick
Shape tracer
Sequence blocks
Shapes board
Polyominoes
Teaching machine and number operations
Attribute Logic Blocks - class set

Simple scales
Tangrams
Word building box with letters and numerals

GAMES:

Score-Four
Dominoes
Checkers
Rack-O
Math Bingo
Sum-Fun
Tens
Sneaky Snake
Chess
Play Tiles
Spirograph

TREND'S BULLETIN BOARD TALBET GAMES:

Beginning Addition
Beginning Subtraction
Beginning Division
What Time Is It?

POSTERS AND CHARTS:

Measure with the Metric System
   Scholastic Services

Beginning Metric System
   Milton Bradley

MATH AIDS:

- Student 12-inch ruler
- Student metric ruler
- Compass
- Protractor
- Lux Minute Timer
- Twelve-inch wall clock
- Thermometers

SCIENCE CURRICULUM AREA

LEARNER GOALS FOR THE SCIENCE CURRICULUM AREA

Definition: Science is the accumulated and systematized learning about natural phenomena.

The processes of science are scientific attitudes and methods of inquiry. As a result of these processes we derive the products of science - fact and theory.

For the purpose of this curriculum guide, learnings will be developed in these areas: physical science, earth science, and biological science.

1. To foster the development of attitudes of curiosity, open-mindedness, skepticism, and determination.
2. To provide an atmosphere which will allow the child freedom to investigate, to be curious, to inquire.
3. To provide materials and activities that will encourage the child to use inquiry and experimentation to add to his knowledge.
4. To help develop concepts of changes in the living and non-living world.
5. To help develop concepts of man's use and control of the environment.
6. To provide opportunities for the child to develop beginning map and globe skills.
7. To help develop scientific concepts of the universe, encompassing the solar system and space.
8. To recognize the child with unusual talent and to encourage further specialized opportunities.

UNDERSTANDING YOUR ENVIRONMENT:

"PICTURES THAT TEACH"

Silver Burdett
(28 charts, teacher's manual)

In order for this material to be an effective component of the science curriculum in a primary gifted classroom, it would be necessary for the teacher to study page six of the teacher's manual. This would enable the teacher to select the number of charts and activities most appropriate to the interests and abilities of a particular group.

NOW YOU KNOW ABOUT ANIMALS

Encyclopedia Britannica Educational Corporation

Series of five books with correlated cassettes:

- Many Animals
- Where Animals Live
- Animal Coverings
- Animal Homes
- How Animals Stay Alive

For the purpose of use in a primary gifted classroom, the child may gain knowledge about animals by using this material individually or in a small group. Use of the books and cassettes in this manner does not require teacher direction and allows for self-motivation and independent study.

THE WAYS OF ANIMALS

Bowmar Nature Series

(Series of ten books and corresponding sound filmstrips)

Each book is a story poem by Aileen Fisher. The books provide rich language experiences and introduce basic life science concepts to children.

Each filmstrip has two parts. Part I has the story poem narration and illustrations done in different media by various artists. Part II of each filmstrip treats the science generalizations of the story poem and shows photographs of animals in their natural settings.

Some suggestions in the teacher's guide may be adapted for use in the primary gifted classroom.

SCIENCE TABLE

PURPOSE:

To provide opportunities for the child to classify, observe, compare, categorize, hypothesize, experiment, evaluate, analyze, conceptualize, and gain knowledge

SUGGESTED TIME: (no specific)

PROCEDURE:

Group discussion activity:

Let the children identify and discuss the objects on the table through the use of these questions:

1) Can you name an item on this table?
2) Is there any item that you cannot name?
3) If you wanted to contribute something for this table, what would you bring?
4) Is there an item you would like to know more about?

Questions such as these will serve as points of departure for further development of basic scientific thinking skills and beginning scientific research.

Brainstorming activity:

Question: If you wanted to contribute something for this table, what would you bring?

Teacher accepts and records all student responses (fluency). Guide the children to eliminate any items that would not belong on this table.

Value clarification activity:

Object: seashell

Questions: Suppose you are walking along and see this object. Where are you most likely to be? What will you do with this object? Why? Do you know of anyone else that would do the same or something else with this object? Why? How?

Value of seashells in our world: economic, aesthetic, scientific, ecological, food, and in our immediate vicinity.

EVALUATION:

Group discussion activity:

Questions: Why is this table in our SPARK classroom? Will it remain the same? Why? Will you use this table? How? Why?

This micro-unit could serve as the introduction of the science program.

MATERIALS:

seashells
bones
snakeskin
plants
lava
insects
nests
rocks
magnifying glass
compass
bar and horseshoe magnet
Blister microscope and slides

SOUNDS

PURPOSE:

To better understand what causes sound

To know that there are differences in sound

To show ways in which sound is produced

To provide opportunity to identify different sounds

To provide opportunity for experimenting with various instruments

SUGGESTED TIME: (no specific)

CONTENT:

A teacher-developed lesson

PROCEDURE:

Introduce the unit by reading the story: "Too Much Noise" by Ann McGovern. After reading the story have them identify the different sounds and what caused them. Have the children close their eyes and listen to some movement sounds - - identify if they know them.

Ask: "I wonder what caused these sounds?" Take a tuning fork, strike it against hand and ask if they can hear it.

Have them place their heads on table - - strike the tuning fork again. This time touch the end to the table. Were they able to hear? Show why by striking the tuning fork again and thrusting it into a bucket of water. Experiment with the triangle, ukelele, drum, record player to feel the vibrations. Discuss how these vibrations were produced (striking, plucking, etc.). Place hands on throat, sing or talk; able to feel vibrations? Demonstrate pitch with rubber bands of different widths stretched across a chalk box. Have children explain.

Assignment: Have each child bring a toy instrument to class and be able to demonstrate how the sound is produced.

MATERIALS:

book: Too Much Noise, Scholastic Book Services

triangle

drum

ukelele

record player
tuning fork
bucket of water
chalk box
rubber bands
cassette tape with different sounds (made prior to teaching lesson)

PRODUCING SOUNDS

PURPOSE:

To teach children the important principles of sound

To help the children to understand how sound is produced

To aid children in understanding how sound is controlled

To provide opportunity for making instruments illustrating principles of sound

To provide opportunity to experiment with sound

SUGGESTED TIME: (no specific time)

CONTENT:

Sounds excite, frighten, sooth, inform. Our language reflects our keen awareness of sound. In the country we mark the hum of mosquitoes, the rustle of leaves, the lowing of a cow, the flutter of wings, the roar of a waterfall. In the city we note the blare of automobile horns, the rumbling of trains, the blast of factory whistles, the patter of children's feet, the cries of street vendors. Each season, each mood of nature is announced by its own special sounds. Man also makes his contribution in the complex sound combinations that he evokes from musical instruments - - from violin strings, organ pipes, drumheads, and from his own vocal chords.

This unit will show how sounds are made, how sounds differ, how sounds travel, how sounds are detected, and how sounds may be controlled.

PROCEDURE:

Have children listen to different sounds taped beforehand such as, siren, water, paper, pencil sharpener, dog barking, door closing, guitar piano, etc., then describe them. Tell if they are loud or soft, high or low, pleasant or unpleasant. Try to tell how they are made.

Let the children feel vibrations from bodies that are making sound, such as the drum, xylophone, phonograph, triangle, etc.

Have the children bring to class a toy or an instrument and tell what part of the instrument makes the sound and how the sound is made (plucking, blowing, beating, etc.)

Set up several experiments to illustrate the principles of sound.

Experiment for pitch - Use an empty cigar box with rubber bands of different thicknesses stretched across the top.

Experiment to show how sound travels - Tin-can telephone. To make it, use two cans, two buttons, and several feet of wire or string. The cans should have one end removed neatly so that they will be safe to use. Punch a small hole in the center of the bottom of each can. Thread one end of the string taut. One speaks into the can holding it close around the mouth. The other holds the can to his ear.

Experiment for speed of sound - When children have learned that light travels much faster than sound, they can demonstrate this fact on the playground. Let one child carry a large drum or something else that will make a loud sound a block or so away from the rest of the class. Let him srike the drum with a big gesture that can be seen at a distance.

RELATED ACTIVITIES:

Activity One:

Children can work in small groups to make flower pot chimes. Have several flower pots in graduated sizes. Hang the pots upside down by the use of twine attached to buttons large enough not to slip through the hole in the bottom of the flower pot. The pots may be hung from a broomstick extended from one chair back to another. A small mallet or any hard object may be used to tap the flower pots to make the sound. Children should be able to explain why the pots make different sounds.

Activity Two:

Children can experiment with drinking glasses filled with graduated amounts of water to produce a musical scale. A series of test tubes will give the same effect. Sounds may be produced in the glasses by striking them and in the test tubes by blowing across them.

Activity Three:

Pieces of hard wood sawed to graduated lengths and placed across two longer pieces of wood may be arranged so that a scale and even a tune can be played on them. A mallet on a large iron nail may be used for striking them.

MATERIALS:

tape recorder
drum
xylophone
tambourine
phonograph
drinking glasses (8)
cigar box
rubber bands
tin-cans (2)
wire or string
buttons (10)
flower pots (8)
(graduated sizes)
broomstick

FOSSILS

PURPOSE:

To gain knowledge of fossils and how they are formed

To further develop an understanding of the work of scientists who have restored and preserved fossils and bones

To gain a better understanding of what the earth was like in earlier years

SUGGESTED TIME: (no specific)

CONTENT:

Plants and animals that are found in stone are called fossils. The animal or plant that has become fossilized has turned into stone or become part of a stone.

The animal or plant was covered by mud or soil. Slowly through the years the animal or plant and the soil around it turned to stone.

Scientists and fossil hunters look for fossils in crumbly, dark colored rock called shale. The seashore is another place to find fossils. The tides and waves sometimes wash them up from the bottom of the sea.

PROCEDURE:

Activity One:

Let the children examine a real fossil if possible, or display pictures of fossils.

Talk about each fossil, what it was, how it was made, and from where it came.

Activity Two:

Have the children research various types of plants and animals that have been fossilized.

Activity Three:

Have a local Archeological Society provide a member as a resource person to talk with the children and show them some fossils.

Activity Four:

Let the children make mock fossils with clay by pressing objects into it to leave an imprint. Plaster of Paris can also be used for creating casts.

MATERIALS:

- Compton's Precyclopedia
- study prints - "Fossils", My Weekly Reader Science Pictures
- paper
- pencils
- modeling clay
- plaster of Paris
- fossils

SPIDERS

PURPOSE:

To gain knowledge about spiders

To provide an opportunity for class and individual research

To acquaint the child with at least two reasons spiders should not be indiscriminately killed

To provide an activity in which the child will investigate, make observations, and collect and record data

To help the child develop critical thinking about the benefit and the harm to man from spiders

To provide a creative art experience using spider webs

SUGGESTED TIME: (no specific)

CONTENT:

The anatomy of a spider is discussed in the Hogner bock, Spiders, as well as encyclopedias. The actual making of webs is discussed in the book, Spider Silk and the movie, Spider Engineers. The Compton's Precyclopedia discusses many kinds of spiders and their habitats.

PROCEDURE:

Brainstorm the many kinds of spiders. Using resource materials discuss: 1) the characteristics of all spiders; 2) their habitats; 3) the usefulness of some spiders; and 4) the danger of poisonous spiders.

Put names of spiders and any terminology used in discussion on slips of paper. Give one to each child as a research project.

Show the film Spider Engineers at a later session or read some of the Ranger Rick articles. Have the children act out how an orb spider spins a web. The children can do this by using thread or kite string. They might also want to act out the catching of food.

EXTENDED ACTIVITIES:

1) Spiders are important. Some build webs. Go on a spider-web hunt. Go in the morning. What kinds of webs do you see? How strong is a web? Why do spiders build webs? Have the children research.

2) What do spiders eat? What eats spiders? Collect pictures of each.

3) Spiders trap food many ways. Read about the trap-door spider.

4) Make a model of a spider. Compare it to the insect. How is it different?

5) Most baby spiders never see their mother. Find out why.

6) Watch a spider. Write or record a story about it.

7) Go on a spider-web hunt. Make a web print. If the spider is in the web, blow on it and it will usually run off. Hold the enamel spray (black or white) at least ten inches away and carefully spray the web on all sides several times. Cut the construction paper (yellow or black) slightly larger than the web. Spray the paper with a fixative or lacquer until it looks wet. Place it against the web; it will stick to the paper. Break the web off around the edges of the paper.

EVALUATION:

The teacher's observation of the students' verbal and non-verbal expression of learnings gained through the study.

MATERIALS:

Compton's Precyclopedia, Volume 14, pages 110-115

film, Spider Engineers

Ranger Rick magazines

book, Spiders, Hogner

Charlotte's Web, E. B. White

enamel spray paint (black or white)

construction paper (yellow or black)

clear-drying fixative or lacquer

spray

clay, play dough, or styrofoam balls

pipe cleaners

SOLAR SYSTEM

PURPOSE:

To help the child understand that he lives on Earth, a planet in space

To develop concepts basic to an understanding of space

To gain knowledge about the other planets in our solar system

To provide opportunity to observe and identify star constellations and other planets in the night sky

To provide experiments to show the importance of the sun

To provide opportunity for the child to research and record his findings

SUGGESTED TIME: (no specific)

CONTENT:

Adapted from a regular classroom lesson.

PROCEDURE:

Have on display the solar mobile by Ideal showing the size and distance of each planet in relationship to the sun. Use the brainstorm technique to allow the child to name as many facts as he knows about the planets. The teacher will write the names of the planets and various star constellations on slips of paper. Give each child one to be researched at home.

EXTENDED ACTIVITIES:

1) Have the children make a clay or paper cutout model of the solar system. They will have to decide on a scale that they can use in order to get all the members of the solar system into the classroom and in order to have the sun (the largest body) as well as Mercury (the smallest body) included. (math)

2) Let the class experiment to see the importance of the sun to life. Four plants (geraniums or any other house plants will do) as nearly alike as possible should be selected. They should be of the same size and should be growing in the same kind of soil and the same kind of pot. Two plants may be set in a dark place, the others in the sunlight. Both groups should be given the same amount of water and should be as nearly as possible in same temperature, and the dark place should have plenty of fresh air. After two weeks the plants should be compared.

3) Have the class make a chart indicating the number of hours of daylight and darkness during each of the months of the year, twelve rows across the chart, one row for each month. From this chart children may answer such questions as: "When do we have the most hours of daylight? When do we have the fewest hours of daylight? Is there much or little daylight on your birthday? When are the hours of daylight and darkness about the same?" The data for such a chart may be obtained from an almanac or from some daily newspapers and some calendars.

4) Have the children write stories about an imaginary space trip. They may plan to designate various responsibilities to specific individuals such as: astronomers, navigators, commissary men, geologists, etc., each gathering material from reading and elsewhere that would need to be taken into account in planning the trip. Other stories might be written to discuss: "What might happen if the sun stopped shining on the earth? What is involved in making a round trip to the moon?" and other similar space problems.

5) Have the class research to find out how important tides are in people's lives.

6) Take the field trip to a planetarium.

7) Have the children tape interviews with younger children. Ask them what they think about the moon, the sun, and the stars. When they report back, have them use photographs, slides, children's drawings, illustrated transcripts, tapes, music.

   Let them interview older people, as parents. Ask them what they thought of the moon when they were very young.

8) Invite a local amateur astronomer to the classroom to answer questions about astronomy.

9) Have the class observe the moon for a two-week period. Record the time of observation and location in the sky. Keep a record by making line drawings of its appearance.

EVALUATION:

Teacher observation of the child's ability to perform the prescribed activities.

MATERIALS:

Compton's Precyclopedia
chart paper
felt markers
clay
art paper
plants (4)
scissors
almanacs
calendars
newspapers

ENVIRONMENTAL STUDIES

PURPOSE:

To learn about wildlife and the natural world

To discover the real meaning of the term "endangered wildlife" and learn what can be done to prevent the extinction of our wild world

To initiate wildlife awareness in our own environment

To aid in the prevention of cruelty to all animals

To help raise funds to assist in worthwhile conservation efforts

SUGGESTED TIME: (no specific)

CONTENT:

Prepared from the many pamphlets, bulletins, and brochures received through the Elsa Club Wild Animal Appeal.

PROCEDURE:

Introduce the phrase "endangered animals" ask: "What does this mean to you?" Discuss the many responses; then provide resource books and a list of extinct animals or animals whose survival is threatened. Challenge the children to discover the causes of extinction for these particular animals. Ask them to provide solutions to save these animals from extinction, and to design posters promoting these solutions.

EXTENDED ACTIVITIES:

1) Take the children on a field trip to a nearby wildlife refuge. Prepare an information sheet for the children to take with them to help in the observation of many different animals, making note of the animals habits and characteristics.
2) Instruct the children to cut pictures of animals from magazines. The pictures can be glued on construction paper, and crayons, chalk or tempra paint can be used to fill in the correct background to show the animal's natural environment.
3) Mount a large world map on a bulletin board. On small strips of tagboard write names of animals that are unfamiliar to the students. Have a contest to see who can pin the unusual animals to their homeland. Provide research books.
4) Instruct the students to use resource books to discover the distance that some animals and birds migrate. The class will select five animals to research and to record the data in graph form to show which animals migrate the farthest.

MATERIALS:

- book: Wild Creatures
- Compton's Precylopedia
- Ranger Rick
- National Geographic WORLD
- magazines (old)
- scissors
- glue
- poster board
- crayons
- chalk
- felt markers
- graph paper
- world map
- construction paper
- tagboard strips

INFORMATION FOR THE DEVELOPMENT OF OTHER SCIENCE TOPICS AND ACTIVITIES

1) Topic: Solids, Liquids, and Gases

Activity:

Collect enough baby food jars so that each child may have one to take home. Ask that the jars be returned, each with something different and unusual in it.

When all the jars have been brought back to class, have each child pick one other than his own and make a list of words describing what is in it.

As the lists are read aloud, the class may guess to see which jar is being described.

As a culminating activity, list the different kinds of matter that were contributed. Classify the jar contents into the categories: solids, liquids, or gases.

2) Topic: Identifying and Classifying Living Things

Content: medium-sized or large cardboard box covered with white butcher paper

Activity:

One each side of the box the teacher puts a category: as Animals, Plants, Birds, Insects, Reptiles and Amphibians, Wild Animals, Pets, etc. (use marks-a-lot, all capital letters) The students are asked to draw and identify by naming a living thing in a category. This may be continued until the box is covered. They may use marks-a-lot or crayolas and make the drawing any size. This provides an opportunity for classroom research, example: under which category would you put penguin? There will be many instances of the living thing being able to be placed on more than one side, but for variation and multi-learnings discourage use of a drawing more than once.

Extended Activity:

Use the box in the classroom for a small table, as: place for cassette player, etc.

3) Topic: Science Experiment: Will Indian Corn Pop?

Content: ears of Indian corn from local supermarket

Compton's Precyclopedia, Volume 6, pages 58-61 and Volume 5, page 121

Activity:

Following a discussion of corn, its origin, uses, etc. have ears of Indian corn to examine and discuss. Present the question, "Will Indian corn pop?" Discuss popcorn as a special type of corn, etc. Using an electric popcorn popper, perform the experiment using Indian corn, then regular popcorn.

This is a suitable lesson for use during month of November.

4) Topic: Invisible Writing

Content: Fun With Chemistry, Scholastic Services

Activity:

Have child dip a clean pen into vinegar and write a message on a sheet of heavy writing paper. Dip the pen often in order to make a good heavy line. The "ink" will soon dry, leaving no trace.

To bring out the writing again, hold the paper an inch or two above a candle flame, moving it back and forth so that the heat is not too strong in any one place. Soon dark brown writing will gradually appear.

To insure safety work over a metal table top or the drainboard of the sink.

5) Topic: Bleaching with Oxygen

Content: Fun With Chemistry, Scholastic Services

Activity:

Stir in a few drops of ordinary writing ink into half a glass of water, making a fairly dark blue mixture. Add two or three drops of Clorox and stir again. The liquid will rapidly lose its dark color, becoming almost colorless as the dye in the ink is oxidized.

6) Topic: Rusting of Iron

Content: The rusting of iron or steel is another example of slow oxidation. In one of the most famous experiments in the history of chemistry, iron was allowed to rust and the rust was found to weigh slightly more than the original iron. This showed that something (oxygen) from the surrounding air was "captured" by the iron.

Activity:

Moisten a tuft of steel wool and pack it into the bottom of a test tube. Stand the tube upside down in about half an inch of water in a glass. After a day or so you will notice that the water has gone up into the tube. This means that oxygen has combined with the iron.

If you look closely at the metal, you will see brown spots of rust - a compound of iron, oxygen, and water.

7) Topic: Iodine and Starch

Content: Iodine is an element having the form of purple crystals, and tincture of iodine is a solution of these crystals in alcohol.

Starch is a compound of carbon, oxygen, and hydrogen and is found in plants. The blue color in the experiment was caused by starch from the flour acting on the iodine. Chemists use this color as a test to tell if starch is present in a material.

Activity:

Stir a teaspoonful of flour into a small glass half full of very hot water. Using a teaspoon, let one or two drops of tincture of iodine fall into the water. The entire liquid will turn dark blue. See what happens if a drop of iodine is placed on a small piece of moistened white bread or on a bit of mashed potato.

8) Topic: Starch from Potatoes

Content: Starch is a material of many uses. As a food, it gives our babies heat and energy. Corn, wheat, rye, rice, and potatoes contain large amounts of this compound. When you eat such foods, chemicals that are present in the digestive juices change the starch to a kind of sugar that can be used directly by the body. Starch is put onto cloth to give it weight and smoothness. The "glue" on envelopes and postage stamps is a starch product and even some explosives are made from this compound.

Activity:

Peel and grate two large potatoes. Put this pulp into a handkerchief and squeeze it out into a small bowl about half full of water. Dip the handkerchief into the water several times, squeezing it out after each dipping. The water will become cloudy. Then let the water stand for a few minutes. A white powder will settle out. Carefully pour off most of the clearer water above and allow the rest to evaporate, leaving the dry powder. This is starch. Test a little of it with iodine.

9) Topic: Flame Tests

Content: Chemists are often called upon to analyze materials - - that is, to find out what they contain. A reliable way of testing is to note the color that the material produces when put in a flame.

Besides using flame tests, chemists often make use of a spectroscope. The material is heated, and the glow it gives off is broken up into its separate colors by the instrument. The resulting color pattern tells what elements make up the sample.

Activity:

Moisten the clean end of a used wooden match stick and dip it into a little salt so that the crystals cling to it. Hold the end with the salt on it in a flame and notice the bright yellow color that appears. This color tells the chemist that the element sodium is present in the sample being tested. (Table salt is merely a compound of two elements, sodium and chlorine.) The flame test for sodium is so sensitive that a single crystal of salt would be enough to give color to about a million gas flames.

On a fresh match, put some cream of tartar into the flame. Tiny reddish sparks stream off the match. This red color identifies the element potassium.

For still another tests, get some boric acid. The green color given to the flame tells that an element called boron is part of the compound known as boric acid.

10) Topic: Making Carbon Dioxide

Content: In some chemical actions such as the explosion of gun powder or dynamite, great quantities of gas are suddenly set free. The pressure of the gas suddenly pushing outward produces the noise and damage. This gas was "locked up" chemically in the solid material of the powder. Baking soda is the common name for a chemical compound called sodium bicarbonate. It consists of the elements sodium, hydrogen, carbon, and oxygen. Vinegar contains a mild acid called acetic acid. When the two are mixed, a chemical action takes place which sets free a gas called carbon dioxide. The gas pressure builds up in the bottle and finally blows the cork out.

Activity:

Get a large bottle with a well-fitting cork. Put about two tablespoons of baking soda into the bottle. Pour about two tablespoonfuls of vinegar into a test tube. Moisten the cork with water and hold it in one hand, the glass of vinegar in the other. Next, pour the vinegar into the jar and quickly insert the cork, but not too tightly. There will be a great fizzing and bubbling and after a moment the cork will blow into the air with a loud pop!

11) Topic: Changing Sugar into Alcohol

Content: Sugar is a chemical compound of three elements: carbon, oxygen, and hydrogen. The same three elements compose alcohol, but in a different proportion. It is possible to change sugar into alcohol by a process called fermentation. Yeast really consists of very simple living plants. The yeast plants produce a chemical which acts on the sugar molecules and makes them break up.

Activity:

Dissolve a teaspoonful of sugar in about one-fourth glass of lukewarm water. Get a package of dry yeast and pour it into the water. Within a half hour you will see a spongy mass of bubbles form. The alcohol is in the liquid below. The bubbles consist of carbon dioxide, which is set free when sugar is changed into alcohol.

12) Topic: Breathing Plants

Content: The making of starch and sugar by plants is considered to be the most important chemical process in the world. A green plant is nature's chemical laboratory. The plant can take carbon dioxide from the air and water from the soil and build them into starch and sugar. The process is made possible by the action of sunlight on the green coloring material of the plant. Chemists have not yet found a way to do this artificially. Without this process there would be no life on earth because, directly or indirectly, we need plants for food.

Activity:

Have on hand a growing plant, preferably ivy or some vine-like plant. Fill a test tube to the very top with water and using your thumb as a stopper, turn the tube upside down in a bowl of water. Now, being very careful to keep the mouth of the tube under water, take your thumb away and push a branch of the ivy up inside the tube. Set the whole arrangement in the sun. In a few hours you will find what seems to be a vacant space at the top of the tube. This space is really filled with oxygen which was produced by sunlight on the leaves of the ivy.

13) Topic: Molecular Experiment

Content: Teacher magazine, January, 1977

Activity:

Fill one bowl with hot water and another one with cold. Let the water stand for five minutes. Then add a drop of ink to each bowl. Have the children watch the ink in both bowls to see in which bowl the drop spreads more quickly. The one in the hot water will dispense faster because the molecules in the hot water are moving more rapidly than those in the cold water and because the heat of the water increases the activity of the ink molecules and lessens the attraction between them.

14) Topic: Experiments with Dry Ice

Content: Dry ice is simply frozen carbon dioxide. Its temperature is ninety degrees below zero, so make sure the children do not handle it with bare hands.

Activity:

Place a piece of dry ice on the overhead projector. Project it. The children will notice that it does not melt into water. It melts directly from its solid state to a gaseous state. There is no liquid state of dry ice. The children will be able to watch the cold gases escaping on the overhead projector. Now put the piece of dry ice into a glass of water and place the glass on the projector. Again you will have a visible bubbling effect, and the presence of "smoke" will be visible. This is the device used in horror movies when the monster is shown drinking a deadly steaming potion.

Take the temperature of the water before and after adding the dry ice.

Extended Activities:

1 - Put some dry ice in a glass of milk. You should get a white foamy milk that will pour out of the glass.

2 - Put a drop of liquid mercury on the dry ice and in a few seconds the mercury will turn into a solid. (You can pick it up, but do not forget that it will melt again in your hand. It is wise to hold it in the center of your palm so that when it does melt, you will not drop it.)

3 - Put some drops of water on the ice. They will appear to boil and sputter until they fall off.

MATERIALS USED IN THE DEVELOPMENT OF THE SCIENCE CURRICULUM AREA

Sounds of Language readers
Holt, Rinehart, and Winston

Four Seasons Library K-3
Scholastic Book Services

Science Words
Harper and Row

Special Practice Books
Scott Foresman

Probe: Elementary Science
The Spice Series

Precyclopedia
Volumes 1-15
Compton

Additional children's selected library and reference books

PERIODICALS:

Highlights for Children
National Geographic WORLD
Cricket
Ranger Rick

Understanding Your Environment: Pictures That Teach
Silver Burdett

The Ways of Animals Nature Series
Books, filmstrips, cassettes
Bowmar

BOOKS-CASSETTES:

Now You Know About Animals
   Encyclopedia Britannica

BOOK-RECORD COMPANION SERIES (selected titles):
   Scholastic Services

FILMSTRIP-CASSETTES:

Our Urban Needs: Sanitation
   Singer (SVE)

Dinosaur Tales
   Coronet

What is a Conservatory?
   Hubbard

STUDY PRINTS:

Familiar Cloud Formations
Geography from Space
   Singer (SVE)

Dinosaur Prints
See How They Grow
The Ocean World Chart
   Scholastic Book Services

Plants - Nine Study Posters
   Instructo

Eighteen Best Loved Bird Paintings
   Audubon

MAPS AND GLOBES:

Twelve-inch Readiness Globe
Maps Show the Earth Kit
U. S. Raised Relief Map
   Nystrom Company

Actionmap - U. S. Floor Map
   Denoyer-Geppart

Magnets are Fun
Box of magnets
Teacher's guide

Earth Science Box
Educational Insights

The Solar Mobile
Ideal Company

SCIENCE AIDS:

Blister Electric Microscope
General Science Company

Horeshoe and bar magnets

Magnetic compass

Thermometers

Three-inch magnifying glass

Classroom musical instruments

Dukane Cassette AV Matric
Record player
Tape recorder and blank cassettes
One stereo headphone
Typewriter

MUSIC CURRICULUM AREA

LEARNER GOALS FOR THE

MUSIC CURRICULUM AREA

1. To provide opportunities for experiencing music through listening, singing, playing instruments, moving, and creating.

2. To develop individual potential for gaining knowledge of music through the activities named in the first objective.

3. To develop basic concepts of the elements of music (rhythm, melody, harmony, expression, style) through perceiving, exploring, and analyzing these as parts of which constitutes the musical "whole".

4. To develop an awareness of major composers, past and present; significant musical works; styles of performance and major performers; and the significant contributions these have made to society.

5. To develop knowledge of the media by which music is performed (voice and instrument identification).

6. To develop positive attitudes, habits, and values so that the validity of the expression of man's experiences through music can be recognized and appreciated.

7. To recognize the child with unusual talent and to encourage further specialized opportunities.

MAKING MUSIC YOUR OWN, GRADE ONE

Silver Burdett Company, 1974

(Teacher's guide, recordings,
and student textbooks)

This music series can be utilized in a primary gifted program and presented in the planned sequence of the teacher's guide, adapted to meet the particular needs of a class. Teachers should vary the use of the recordings for correlation with other units of study and activities throughout the year.

MEET THE INSTRUMENTS

Bowmar Records

(Posters, filmstrips, recordings,
and student study prints)

This kit provides the teacher with the materials necessary to develop the ability of the child to recognize the instruments of the orchestra, by name and sound. The kit should be used according to the interests and needs of a particular class.

During the course of a year's time, experiences should be planned which will allow for at least one instrument from each section of the orchestra to be demonstrated for the children.

OUTLINE OF A TEACHER'S RESOURCE BOOK

The following outline, pertaining to the use of the Orff instruments in the classroom, is taken from the book Orff and Kodaly Adapted for the Elementary School by Wheeler and Raebeck. William C. Brown Publishers.

I. Read the introduction: The Orff and Kodaly Approaches. Pay attention to the basic objectives under the Orff approach. (page xix) See second subtitle, page xx, Unique Devices (4. use of unique Orff-designed instruments).

II. Sequence of activities using Orff and Kodaly (page xxvi); General teaching suggestions, pages xxvi and xxvii.

III. PART I - Speech and Rhythm: pages 1, 2, and 3.

IV. As a teacher, study Chapter 1, page 5 and Chapter 2, page 18 for basic understandings of rhythms, bodily movements, etc. . These chapters may require professional in-service for the classroom teacher.

V. Page 24, using names of children to develop a feeling for accent and meter. Rely on echo-clapping from the teacher at the beginning.

VI. Chapter 4, page 63. Read and study. May require in-service, etc. .

VII. Chapters 5 and 6 can both be used in their entirety, providing the teacher reads, studies, and selects the lessons and activities that meet the needs of the children and are comfortable for her to carry out.

VIII. Omit Chapter 7 (too demanding on teacher and children at this level).

IX. PART II - page 123. Requires in-service professional training for the teacher.

    See Basic Objectives, page 124.
    See Introducing the Orff Instruments to Children, page 125.
    Chapter 8, page 129; again, select according to the guides in No. VII (above).

X. APPENDIX 1 - page 283, read and study.

XI. APPENDIX 2 - page 290, nursery rhymes and proverbs.

READING AND SINGING

PURPOSE:

Singing traditional songs while following the printed page

Linking language to the rhythmic pattern of a melody

Using music as a vehicle to the development of basic reading

Acquainting the child with tunes from familiar musicals, past and present

SUGGESTED TIME: (no specific)

CONTENT:

Sounds of Language readers, Levels 7-11

PROCEDURE: (whole class, small group)

1) Class participates in singing and following the printed page of the songs contained in the textbook.
2) There may be discussion and further development of the songs.
3) The following are examples of reading and singing in Levels 9-11 of the Sounds of Language readers. Some suggestions are given for extended activities also.

Sounds After Dark:

Pages 28-31, the song "Happiness" from the musical, "You're A Good Man, Charlie Brown". The use of a recording in introducing this selection will improve the child's reading and singing.

Extended Activity - Have the child write what happiness is to him, poetry or prose. It may be adapted to tune also.

Pages 46-53, "Kum Ba Yah", a traditional African folksong. (Another art example of woodcuts.)

Extended Activity - Child's selection and use of classroom instruments to accompany this song (decision-making); sound discrimination). Use other recordings of examples of African folksongs.

Pages 94, 95, "My Dreydl".

Use recording from Silver Burdett "Making Music Your Own", Kindergarten Level.

Pages 96,97, "Pennies from Heaven".

Sounds of the Storyteller:

Page 46, "Getting to Know You" from the Rogers and Hammerstein II musical "The King and I".

Page 47, "I Whistle a Happy Tune".

Group Discussion - When do you feel afraid? How do you keep others from knowing? Do you keep others from knowing?

Pages 48-53, "This Land is Your Land". Play selected recordings of folksongs by Woodie Guthrie.

Page 59, "Oh, What a Beautiful Mornin'", from the musical, "Oklahoma"! Introduce this poem through a recording of the musical show "Oklahoma".

Pages 212,213, "Poor Old Lady". Allow the child to sing this using the tune "There was an Old Lady Who Swallowed a Fly".

Pages 236,237, "When Sammy Put the paper on the Wall". If the teacher or a child knows the tune for this rhyme, teach the melody.

Value Clarification Activity - Using the old proverb "birds of a feather stick together" have the child examine what this means in developing his value system.

Pages 238,239, "Whatever Will Be, Will Be". Read and sing this song. Relate the art, page 239, to the primitive art study of the artists Rousseau and Hunter.

Pages 252, 253, "I'm Looking Over a Four-Leaf Clover".

Sounds of a Mystery:

Pages 16, 17, "On a Wonderful Day Like Today". Get a recording of this song so the child can learn it. Then they can compare the sung melodies to the spoken melodies. Art, page 17, a painting.

Pages 86, 87, "Somewhere Over the Rainbow". Use the sound recording of the MGM motion picture, "The Wizard of Oz".

Page 112, "My Old 'Coon Dog". Relate to study of the Little House books.

Pages 138-140, "Devilish Mary", a song with a "chorus" for each verse. May be adapted to tune of "Cindy".

Pages 142, 143, "Snoppy", a song from the musical comedy, "You're a Good Man, Charlie Brown". Use the recording of this song and others in the musical.

Pages 144, 145, "Keemo Kimo". This song is recorded in the Kindergarten record set, Silver Burdett series, "Making Music Your Own". This is another example of pioneer rhymes from the Kentucky mountains.

Pages 208, 209, "My Favorite Things", from the Rogers and Hammerstein II musical, "Sound of Music".

Pages 300, 301, "This Is the Happiest Day of My Life".

Pages 330, 331, "Would You Like to Swing on a Star"? Some of the children may know this tune; if so, invite them to teach the song to everyone.

Sounds of a Young Hunter:

Pages 100, 101, "Mairzy Doats", song from World War II era. Many parents will know this melody, so if possible, teach it to the students.

Page 111, "Pop Goes the Weasel". Relate to the study of the Little House books.

Pages 172, 173, "The Sound of Music", from the Rogers and Hammerstein musical. Use a quality recording of the musical for the students to hear.

Page 185, "Home on the Range".

Page 361, "You're a Grand Old Flag".

Page 365, "Dance the Boatman" (chanty).

Page 384, "You'll Never Walk Alone".

Sounds of a Distant Drum:

Page 17, "Put on a Happy Face". Can best be introduced by making use of a recording of the music.

Pages 22, 23, "Hush Little Baby". Use with study of Little House books.

Pages 103, 104, "America". Research the black American singer, Marion Anderson.

Page 179, "A Song for New Year", introduction to the language mechanics-footnotes.

Pages 240, 241, "This Ole House".

Page 309, "Born Free".

Pages 320, 321, "Does Your Chewing Gum Lose Its Flavor"?

INTRODUCTION TO THE ORCHESTRA

PURPOSE:

To create an interest in the orchestra

To acquaint the children with the story and life of Joseph Haydn

To acquaint the children with the four families of instruments

To help the children understand the meaning of composer

To develop within each child an appreciation of music

SUGGESTED TIME: (no specific)

CONTENT:

Teacher developed, using a recording of variations from Haydn's "Surprise Symphony".

PROCEDURE:

Brainstorm various ways of enjoying music (singing, listening, dancing, etc.). Have children listen to the record about musical instruments. Ask if anyone has heard a real orchestra play. Provide ample time for the class to gain understandings of the following words and phrases: composer, conductor, orchestra, symphony, father of the modern symphony. Play the recording of Haydn's music - - discuss feelings aroused - - compare Haydn's style to Handel and Mozart. (if previously taught)

Discuss the four families of instruments: 1) strings, 2) woodwinds, 3) percussions, and 4) brasses.

Questions for discussions may include the following:

- Why do you think we might call an instrument a string instrument?
- Why are these instruments called woodwinds? (show picture)
- How are the percussion instruments played? Can you name a percussion instrument?

EXTENDED ACTIVITIES:

1) Display the musical instrument cards. Have the children put each instrument in the proper "family".
2) Have the class identify each instrument.
3) Let those who show interest prepare a research paper on the life of a great composer.

4) Have the class research for names of great symphony orchestras of today.

5) Play a piece of music and have the class list all the things the music reminds them of.

MATERIALS:

filmstrip: "Meet the Instruments" by Bowmar

record: "Meet the Instruments" by Bowmar

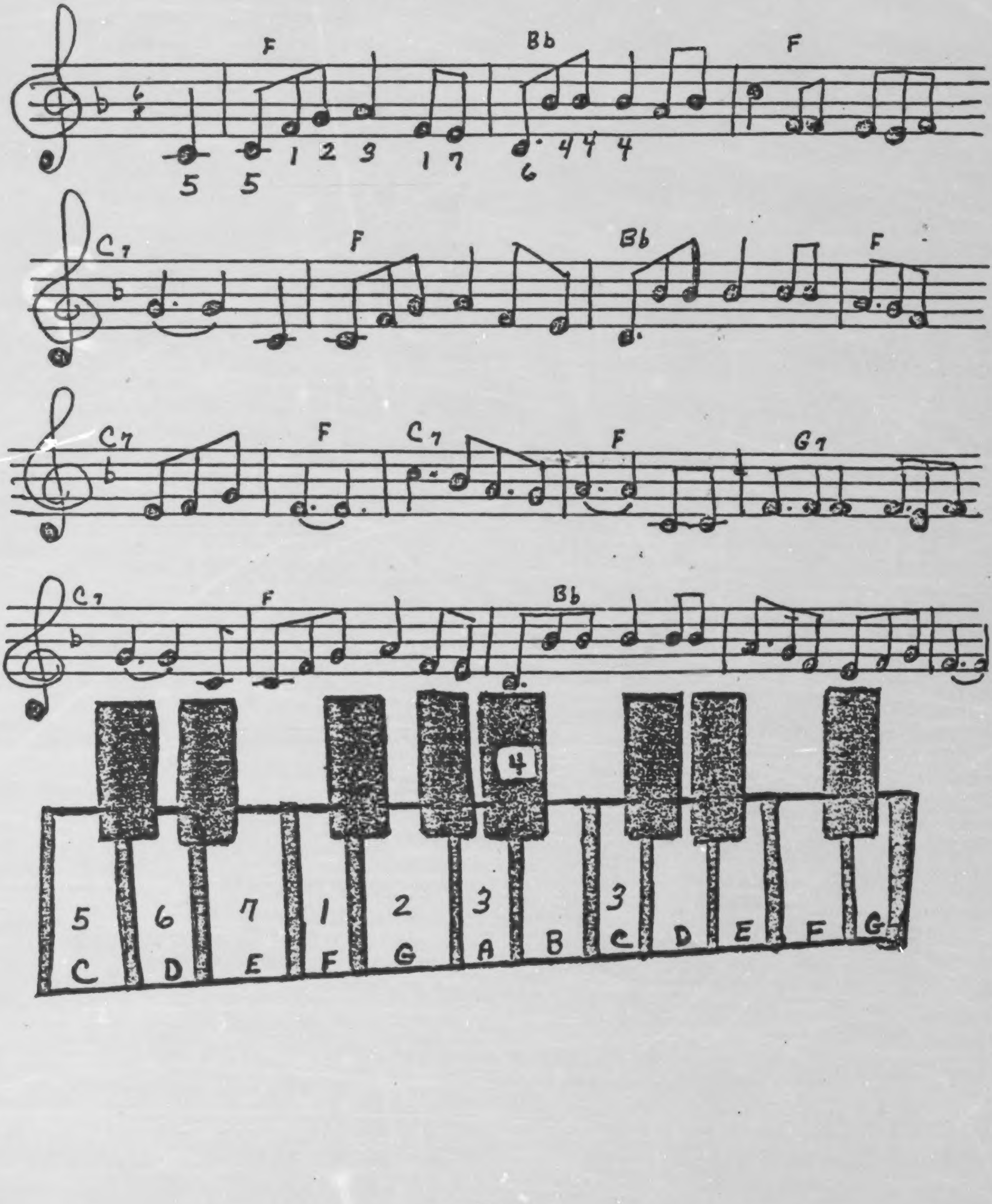
picture posters: "Meet the Instruments by Bowmar

record: Masters in Music Record: "Variations from Surprise Symphony" (Haydn, Bowmar Orchestral Library)

World Book Encyclopedia, Volume 8

EXAMPLE

KEY: F MAJOR


6
8
F
Bb
F
5
5
1
2
3
1
7
6
4
4
4
C7
F
Bb
F
C7
F
C7
F
G7
C7
F
Bb
4
5
6
7
1
2
3
3
C
D
E
F
G
A
B
C
D
E
F
G

DISCOVERING MELODIES

PURPOSES:

To recognize familiar melodies in unexpected places

To aid children in developing an understanding of the relationships between musical notation and the sounds they represent

SUGGESTED TIME:

(throughout the year)

CONTENT:

This activity was adapted from the Elementary Teacher's Ideas and Materials Workshop.

PROCEDURE:

On a bulletin board entitled "Mystery Tune of the Week", feature a familiar melody to be "decoded" and identified. Provide a slotted box into which interested children may drop their guesses.

Example as follows:

A clue is given by indicating the position of the notes in the scale for the key in which the song is presented. A set of resonator bells or glockenspiel can be used to help them decode the music. You may want to mark the bells with numerals (on masking tape) for easy decoding.

EXTENDED ACTIVITIES:

This would be a good introduction to having the class sing the song together. An accompanying recording or autoharp could be used to stimulate the experience. It would be fun also to discover this melody as it occurs in "Cowboy Rhapsody" by Morton Gould.

Use easy, well-known tunes at first. Later you might offer two: One that everyone may be able to identify as well as a more difficult, or less well-known tune for those with a greater background in music. After a while, individual children may wish to contribute their own mystery tunes.

This lesson provides an opportunity for the teacher to recognize the child with unusual talent in music.

MATERIALS:

- Resonator bells
- Glockenspiel
- slotted box
- chart paper
- alto xylophone
- marks-a-lot
- masking tape

COMPOSERS

As stated in the Grade One SPARK curriculum guide:

> "SPARK students should have further opportunities in each succeeding grade to reinforce all musical learnings represented through the study of any major composers." (page 157)

Five major composers were presented in Grade One: Stravinsky, Bach, Haydn, Mozart, and Beethoven. The lives and contributions of these were reviewed and learnings were extended through more in-depth study and different activities, such as recordings, demonstrations, field trips, and live performances.

The following additional composers are studied in Grade Two. The purposes and the presentation format remain the same as given on page 155 of the Grade One SPARK curriculum guide.

1) Style: Contemporary

Composer: Sergi Prokofiev

Content: Record: Leonard Berstein, New York Philharmonic, Peter and the Wolf, Op. 67, Columbia

World Book Encyclopedia

Bowmar: "Meet the Instruments", study prints with filmstrip and record

Other selected recordings of compositions of Prokofiev

Book: Peter and the Wolf, Fantasia Pictorial Series

Sergi Prokofiev was a Russian composer who lived from 1891-1953. He began his musical training under his mother's guidance. He wrote his first composition at age five. He lived in America from 1919-1922. Prokofiev wrote Peter and the Wolf, a symphonic fairy tale in 1936. This is his best known work.

In 1936, the 46 year old Prokofiev composed Peter and the Wolf, one of the most ambitious pieces ever written for children. Schumann had written piano pieces for them and Humperdinck had composed an enduring children's opera, but an orchestral piece for children combining music and spoken text was an entirely new venture. An experiment such as this suited Prokofiev's temperament. The composer prized novelty greatly in his music. "I do not want to wear anyone else's mask", he said in an interview here in the United States, "I want always to be myself."

Composer Prokofiev also wrote the story of little Peter's encounter with the wolf. He assigned to each character in the tale a corresponding instrument: the flute is the bird, the oboe the duck, the clarinet played "staccato" in the low register is the cat, the bassoon is Grandpa, three French horns are the wolf, the string quartet is Peter, and the kettle drum and bass drum are the hunters' rifle-shots.

"Peter and the Wolf" displays an innate understanding of a child's musical tastes and sense of humor.

Suggested Activities:

1 - Using the Berstein recording, let the children hear the recording in its entirety. Prior to the hearing, the teacher may choose to tell the class the name of the composer. Following the recording, allow free discussion of the drama and the musical sounds. At this time the life of the composer should be related to the class and a closer study of the instruments representing the characters would begin. Use the Bowmar prints, record, and filmstrip for this.

2 - Have a student musician visit the class and demonstrate one or more of the instruments presented in the recording.

3 - Compare the early musicianship of Prokofiev to other musicians previously studied, especially Mozart.

4 - Use Prokofiev's quote as stated in Content, as a SPARK motto. Have a child write it on chart paper for the class.

5 - Study other Russian composers that have contributed to music for children, as Peter Tschaikovsky, (The Nutcracker Suite). Review the life Igor Stravinsky, as presented in Grade One.

6 - Present the book, Peter and the Wolf, Fantasia Pictorial Series, Silver Burdett. Allow the children to read this independently, or as a group.

2) Style: Romantic

Composer: Paul Dukas

Content:

Paul Dukas was born in Paris, October 1, 1865 and died there May 17, 1935. Shortly before his death at 69, Paul Dukas destroyed a large number of compositions, leaving behind for his fame to rest on no more than a handful of published works. His whole life was spent in pursuit of a musical ideal which lay far beyond his reach. Ironically, it is upon a single composition that his fame is founded; but for "The Sorcerer's Apprentice" he might be today a forgotten man. His previous compositions, lofty, delicate, and classically pure, had earned the respect only of discerning musicians. "The Sorcerer's Apprentice" won the immediate acclaim of both public and critics alike. Dukas died of a heart attack on May 17, 1935 - - the date of the first performance, 38 years earlier of the one work which has made his name immortal. (taken from the book: A Guide to Composers and Their Music, published by Reader's Digest, page 9.

Book: The Sorcerer's Apprentice, Fantasia Pictorial Series.

Recordings: "A Child's Introduction to the Nutcracker Suite", narrated by Bob Keeshan, Lyons Band Company.

"Fireworks!" A collection, including "The Sorcerer's Apprentice", Lyons Band Company.

"Legends in Music", Bowmar Company.

1 - Using the Keeshan recording, or any recording of the "Sorcerer's Apprentice", play the selection for the class in its entirety. Follow with class discussion.

2 - Relate the story of the life of the composer, Paul Dukas, to the class.

Value clarification discussion:

A person's feeling that his work is never as good as he wishes it to be, so he destroys it before allowing his peers to make a judgment.

3 - The German poet Goethe, wrote the poem that relates the story of the sorcerer's apprentice. It was first a fable from ancient Rome. The fable told of a young apprentice-magician whose chores included the fetching of his master's bath water. It is a big bath, and filling it from the well outside is a wearying task. One day the boy overhears one of his master's spells, and when the magician departs, the boy dons the magic cap, takes up the magic cap, takes up the magic wand, and pronounces the magic words. The object of the incantation is to animate the broom, and to make the broom carry out the task of fetching water from the well to the bath. The spell works. But there is a snag: though the apprentice could cast the spell, he is unable to undo it. In panic, he seizes an ax and attempts to fell the broom, but now two brooms operate where there was one, etc. The water rises higher; the cave and the apprentice are almost engulfed when the magician returns, and with a snarl, commands the waters to be gone. He growls at the apprentice who turns away to hide his shame. Nobody who knows the story can fail to recognize in Dukas' composition the apprentice, the incantation, the action of the broom, the rising panic of the boy, or the timely return of the sorcerer. (taken from the book: A Guide to the Composers and Their Music, page 9).

4 - Extended Activities:

a) Using multi-art media, allow each child to illustrate the story.

b) Dramatize the story.

c) Vocabulary study: apprentice, incantation, sorcerer, wand, panic.

d) Reinforce musical learnings of dynamics and instrument discrimination through additional hearings of the recording during the year.

3) Style: Romantic

Composer: Camille Saint-Saens

Content: Recording: "Legends in Music", Bowmar Orchestral Library

Saint-Saens acquired fame as a brilliant pianist and organist quite early in life, and the fame as pianist stood in the way of the young Saint-Saens as composer. He shared this destiny with Liszt. History has not yet recorded the case of a composer of renown developing subsequently into a great pianist; while the case of a composer's fame triumphing later and putting his earlier fame as a pianist in the shade can be considered the rule.

It can be read of Johann Sebastian Bach in an 18th-Century history of music that he was "an organist of renown who had also composed some excellent pieces of music".

Natural gifts did not fail Saint-Saens in any way. I was often told in Paris how he would write a new composition directly into the score and at the same time keep up a quick-witted conversation with friends and guests. Moreover, the score would turn out to be calligraphically clean and ready for printing. He seemed to indulge in composition as a pleasant mental exercise; he was a cheerful priest of the art. One cannot gather from his music whether he was good, kind, or capable of suffering.

In any case he was not in the least sentimental. I remember an evening in Brussels in which several of us accompanied him from the hotel to the theater where the 50th performance of his SAMSON and DELILAH was to be given as a gala performance. We were all in a festive mood but Saint-Saens begged us to excuse him for a moment. When he last passed through Brussels, he had left an old hat to be done over. He wished to fetch it now before the hatter shut his shop.

From his 70th year onward, he turned away from Wagner. This was taken so amiss in Paris that at a party, when Saint-Saens was 83, people present turned their backs on him because the previous day he had expressed in public his opinion about Wagner. Youth disowned him completely and he complained bitterly (but without pathos) that he passed only for "scrap iron".

There was nothing in him either demonic or devout. He did not soar above the earth but he stood on it as Grand Seigneur, a nobleman the realm of music. (taken from The Essence of Music and Other Papers by Ferruccio Busoni)

COMPOSITION: Danse Macabre, Opus 40

A fervent admirer of Liszt's symphonic poems, Saint-Saens chose this form to convey the impression made upon him by a poem of Henri Cazalis, describing the revels of ghosts on Halloween. The music reflects faithfully the action of the poem. Midnight strikes and Death tunes his fiddle and begins to play. Skeletons rise from their graves and join him in a dance among the tombstones until cockcrow announces the approach of dawn. The phantoms of the night dissolve in the light of day.

The beautiful craftsmanship of Saint-Saens, as well as his ironic wit, is evident in this model of descriptive music, but at its first performance he was chided for his "extremely bad taste" in describing the rattle of a skeleton with notes upon a xylophone. (taken from A Guide to the Composers and Their Music, Reader's Digest)

Suggested Activities:

Introduce Saint-Saens by playing the selection Danse Macabre from "Legends in Music" letting the children listen to it and try to capture its mood on paper with crayons.

Discuss the piece with them asking questions such as: "Is it sad? Slow moving? Fast? Loud? Soft? Do you hear special tunes or instruments you might show with a certain color or shape? Does it suggest a scene to you? Are there characters?"

Present the Cazalis poem. Then say: "The poem suggests a setting and a mood in just a few lines. As I play the record for you, listen to see if you think the music says the same thing as the poem."

After hearing recording you may use these questions for discussion: What are some sounds you heard in the music that helped suggest the mood or action? How did the composer capture in music the feeling of this poem?

Present the Cazalis poem. Provide the brief musical description in checklist form. This could be done on the chalkboard with a chart or with an overhead projector transparency. It would be even better if each child had his own copy in addition to the one everyone can see. Then, as the music plays, attention is focused on listening for those specific events heard in the music. Each one may be checked off as it "goes by" in sound.

Prepare a transparency for overhead projection using Figure 1 as a master on a copy machine. Project the transparency while the recording is playing. Children listen to see if they can identify these main bits of musical score whenever they are heard. Arrange a signal with them by which they can quietly show recognition of that section of music.

DANCE MACABRE (DANSE OF DEATH)

poem by Henri Cazalis

"Zig-a-zig, zig-a-zig-a-zig,
Death sits on the tombstone and drums with his heel.

Zig-a-zig, zig-a-zig-a-zig,
Death tunes up his fiddle and plays a weird reel.

"Tis midnight and sadly the winter wind moans;
From shadowy lindens, with loud sighs and groans.
The skeleton dancers in white, whirling crowds
Come leaping and skipping and waving their shrouds.

Zig-a-zig-a-zig, what a horrible sound
The rattle of bones as they dance round and round!"

LISTENING CHECKLIST

_____ Midnight strikes

_____ Death tunes his violin

_____ Wild dancing

    _____ Flute tune
    _____ Violin tune (death)
    _____ Xylophone (rattle of bones)

_____ Crowing of the rooster

_____ Dancers disappear

_____ Did you hear something else you could describe?

4) Style: Romantic

Composer: Peter Ilich Tchaikovsky

Content: Book: A Guide to the Composers and Their Music, Reader's Digest

Record and teacher's guide: Adventures in Music, Grade One, RCA, 1961

Record: Children's Introduction to Classical Music, Peter Pan Records

Record: Nutcracker Suite, Tchaikovsky, narrated by Leonard Berstein, Columbia Records

Filmstrip and cassette: "Great Composers and Their Music", Series No. 1810, Encyclopedia Britannica

Book: The Story of One Hundred Great Composers, Grosset and Dunlap, New York, 1943

Peter Tchaikovsky was born in Votkinsk, a mining town in Russia, in 1840. He began his childhood studies at the age of two, begging to join his six-year-old brother and his cousin being tutored by Fanny Dürbach. By the age of six Peter had become fluent in both German and French.

This tutor recognized his unusual qualities, including a great capacity for affection and an original and wayward individuality. But she did not care for music and she discouraged his absorption in music. She considered his reactions to sounds as exaggerated and unhealthful. When he could not get to a piano to improvise, he drummed out tunes on a windowpane. Once he cut himself by breaking the glass in complete absorption with what he was hearing mentally.

After playing the piano, Peter was often overwrought, nervous, and sleepless. Following an evening party for which the children had been allowed to stay up and at which there had been music, Fanny went to his room. The child was sitting up in bed, feverishly and confusedly crying. When she asked what troubled him, he replied, "The music, the music!"

The music had long been silent, and she waited for further explanation. "Oh, the music!" he repeated. "Save me from it!" He indicated his head. "It is there," he explained. "It won't let me rest." (taken from A Guide to the Composers and Their Music, pages 32-35)

Peter's first introduction to music was a music box which was a gift from his father. He memorized the tinkling tunes and then played them by ear on the piano.

He was quick to learn, but was a daydreamer. He would be daydreaming about all sorts of wonderful things and lose himself so completely that he forgot about everyday chores. For this reason he was usually untidy, with rumpled clothes and tousled hair.

As an adult, Tchaikovsky worked as a law clerk, graduated from the St. Petersburg Conservatory, and was immediately made Professor of Harmony at a new conservatory in Moscow.

He conducted concerts of his own works in Moscow, St. Petersburg, Europe, and America.

He died in 1893 during a cholera epidemic. With reckless disregard of consequences, Tchaikovsky drank unboiled water and died within a few hours. (taken from The Story of One Hundred Great Composers, page 120)

Procedure:

Using the Adventures in Music, Grade One album, play Dance of the Little Swans from "Swan Lake" for the children to listen to. Ask them to guess and dramatize with movements the animal in the selection. After hearing the selection, have the children tell what animal they were thinking of. Because the music is crisp and high pitched, most of them will suggest small animals. On the second playing have the children picture the "shape" of the melody with their arms, showing upward and downward movements. A child may choose one high-pitched and one low-pitched tone bell and play the steady rhythm.

In subsequent playings children may identify the ABA form of the selection. One instrument that should be identified is the bassoon, the lowest-pitched instrument in the woodwind family of the orchestra, which plays the clucking accompaniment in the introduction and plays under the first melody. The oboe plays the first melody and is echoed by flutes and clarinets. The oboe is sometimes called the "younger brother" of the bassoon. This selection is useful in identifying these two instruments.

Use the filmstrip and cassette from the "Great Composers and Their Music", Encyclopedia Britannica, to introduce the composer of "Swan Lake" to the children, Peter Ilich Tchaikovsky. Use the information under Content, above, to further acquaint the children with his life.

Leonard Berstein's narration and discussion of Tchaikovsky on the Columbia recording of "Nutcracker Suite" is appropriate for young children.

Extended Activity:

Tchaikovsky discovered, while on a visit to Paris in 1891, the newly invented instrument, the celesta. This new instrument excited him and gave him the impetus to compose the "Nutcracker Suite". Discuss the effect of someone's inventions upon other people who create, in this case a composer. Compare how the modern invention, the synthesizer, has contributed to new sounds in music. Like the celesta, it was a new medium of making music.

Through this modern medium of music production, people are introduced also to the music of the great composers of the past. For example, first the class is "entertained" by a recording such as

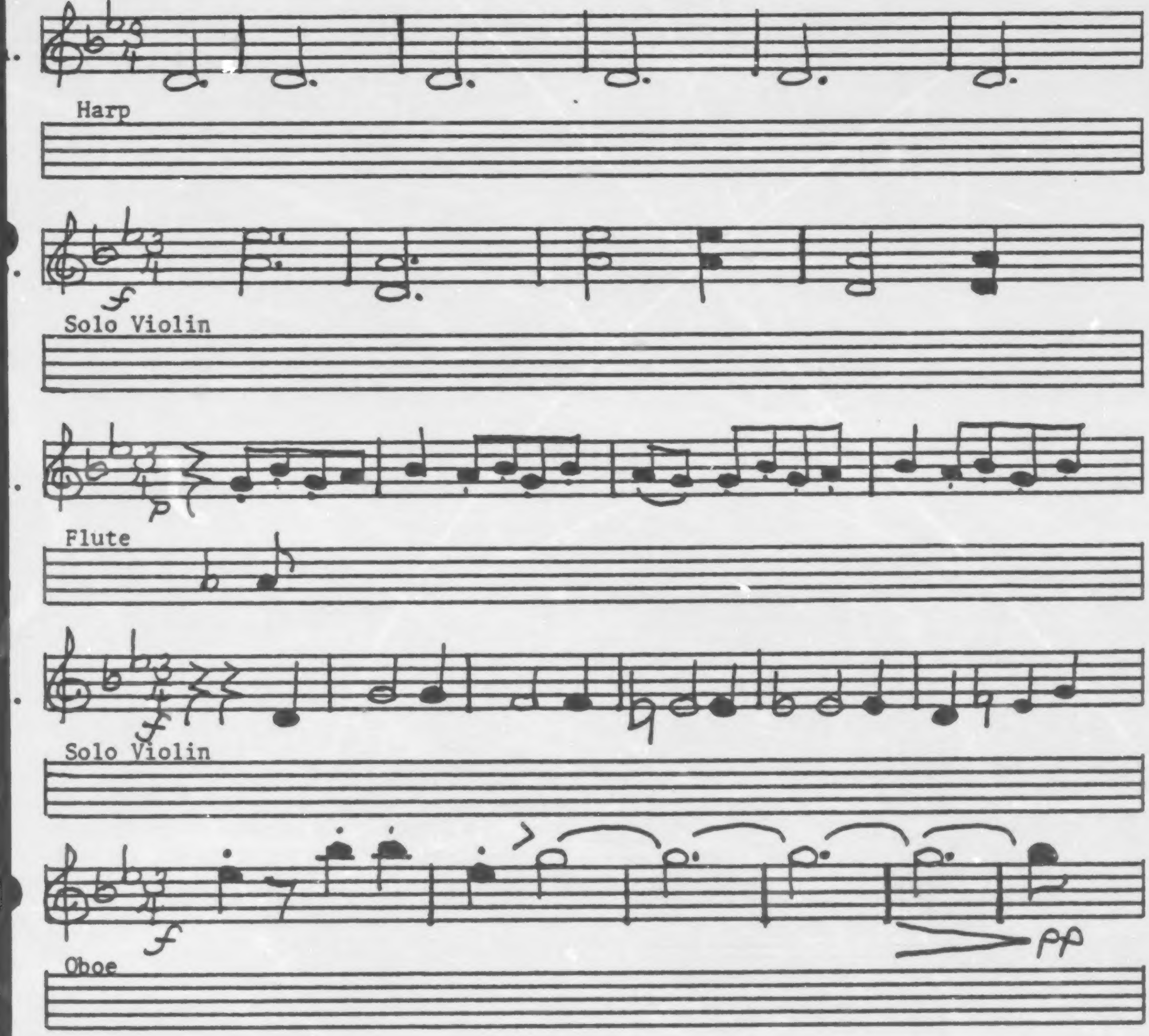
"Switched on Bach", played on a Moog synthesizer. This uni[illegible]e treatment of Bach's compositions causes the child to become interested in hearing Bach's compositions played on the organ as they are traditionally heard.

Another example of the way people are introduced to music of the master composers is its incorporation in "pop" music, such as the first movement of Beethoven's Fifth Symphony and Chopin's prelude in C minor.

Value clarification:

Why does man choose to change the medium of presentation of great music of the past? (novelty of timbre of new instrument used) Why would some people not prefer to hear the music done by this new medium? (people who previously studied or knew the music in its traditional medium of performance) Do you think fifty years from now the same music will be produced through a newer medium? Will any medium of performance ever change the value of the music of the composers you have studied?

Figure 1 Danse Macabre


Harp
f
Solo Violin
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Flute
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Solo Violin
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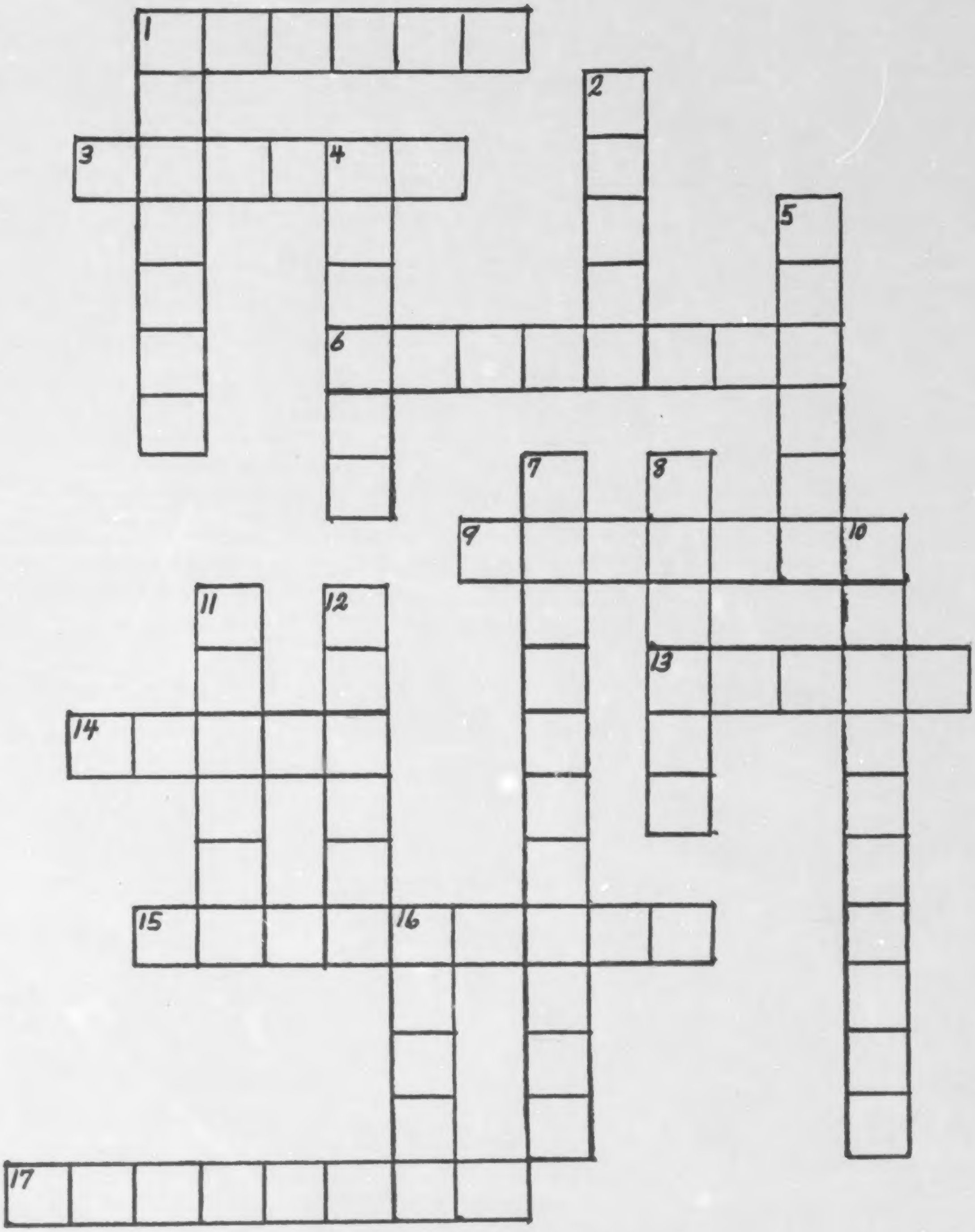
pp
Oboe

MUSICAL CROSSWORD PUZZLE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Musical Crossword Puzzle

ACROSS

1. Haydn is called the ________________ of Symphony.
3. Given name of Schumann.
6. Haydn's Symphony No. 94 is called the ______________Symphony.
9. Composer of Symphony No. 4 in D Minor.
13. _______________ of the Flowers.
14. Given name of Haydn.
15. Composer of "Metronome Symphony."
17. Given name of Mozart.

DOWN

1. Waltz of the ____________.
2. Given name of Tchaikovsky.
4. Homeland of Tchaikovsky.
5. City of Beethoven, Haydn, and Mozart.
7. Composer of Nutcracker Ballet.
8. Given name of Beethoven.
10. Waltz of the Flowers is from the __________ Ballet.
11. Mozart composed the ___________ Symphony.
12. Composer of the Prague Symphony.
16. Composer of the "Surprise Symphony."

Answers to Musical Crossword Puzzle

ACROSS

1. Father
2. Robert
6. Surprise
9. Schumann
13. Waltz
14. Franz
15. Beethoven
17. Wolfgang

DOWN

1. Flowers
2. Peter
4. Russia
5. Vienna
7. Tchaikovsky
8. Ludwig
10. Nutcracker
11. Prague
12. Mozart
16. Haydn

Musical Crossword Puzzle taken from the record jacket of: "Children's Introduction to Classical Music", Wonderful World of Music Series.

MATERIALS USED IN THE DEVELOPMENT OF THE MUSIC CURRICULUM

Making Music Your Own
   Grade One, student texts, 1974 edition
   With teacher's guide and recordings
   Silver Burdett

Sounds of Language readers
   Holt, Rinehart, and Winston

Orff and Kodaly Adapted for the Elementary School
   Wm. C. Brown Company

Peter and the Wolf
The Sorcerer's Apprentice
   Silver Burdett Company

Star Spangled Banner
   Doubleday and Company

Precyclopedia
   Volumes 1-15
   Compton

Highlights: Biographies of Great Composers

Highlights for Children magazine

Additional children's selected library and reference books

Orff Instruments, Group A:

One alto xylophone
One glockenspiel
One tambour
One triangle
One woodblock
   Orff Schulwerk

__Classroom Instruments:__

Fifteen-chord Chromaharp
Resonator Bells (20)
Eight-inch Tambourine
Eight-inch Tuneable Mano Hand Drum
Large Wood Guiro
    Rhythm Band Incorporated

__Meet the Instruments Kit__
    Posters, study prints, filmstrips and record
    Bowmar

__Selected recordings__

Dukane Cassette AV Matric

Record player

Tape recorder and blank cassettes

One stereo headphone

ART CURRICULUM AREA

LEARNER GOALS FOR THE
ART CURRICULUM AREA

1. To provide opportunities for the child to satisfy art as a deep human need.
2. To encourage creative expression as a means for the child to reveal his mind, heart, and imagination.
3. To use the expression of art to further the development of the child's feelings of personal worth, uniqueness, dignity, and integrity.
4. To provide varied art materials that allow the child to explore the elements of art (color, design, media, texture, style, line, balance, shape, form, processes).
5. To acquaint the child with the lives and contributions of famous artists, past and present.
6. To encourage the use of art in leisure time.
7. To use art experiences to further develop the skills of observation, judgment and evaluation.
8. To recognize the child with unusual talent and to encourage further specialized opportunities.

HENRI ROUSSEAU

PURPOSE:

To acquaint the child with the life and work of a French artist, Henri Rousseau

To acquaint the child with art classified as primitive style

To provide a study of a particular style of art for the child to use as a comparison in his continued learning in the area of art

To acquaint the child with the lives and contributions of other primitive artists

To acquaint the child with the knowledge that one can become a famous artist without formal training

SUGGESTED TIME:

(one week)

CONTENT:

Highlights magazine, February, 1977

Books: *Famous Artists of the Past*

Highlights Gallery of Famous Artists

World Book Encyclopedia

Social Science Unit on Frederick Douglass, page 269 of this syllabus

Any collection of art prints by Rousseau

Any collection of art prints by Clementine Hunter

Any collection of art prints by Grandma Moses

Henri Rousseau (1844-1910), was a French artist who painted some of the most unusual pictures in early modern art. He is called a primitive painter because he had no professional training. Henri Rousseau was a young man with many dreams. He was born in Laval, France of a poor family. His father, a dealer in tinware, could not afford to send young Henri to school. When the boy reached eighteen years of age, he joined the army and served France for ten years. He left the military service in 1871 and became an inspector at a customs house near Paris. When he was forty years old, Rousseau retired from his job. For many years he had kept his dream of being an artist, and now he was determined to begin. Because he had never gone to art school, Rousseau had to teach himself to paint. His paintings looked stiff and flat to many people, but he could not change his style. Rousseau believed that his art was simple and beautiful. Young artists asked his advice, and he always told them, "Never forget nature". It was his simple and most lasting lesson. Pablo Picasso was one of many artists who admired Rousseau's painting because he showed the reality of nature but also the reality of his imagination. Henri Rousseau never visited the jungles of Africa or India, and the only tigers he ever saw were the ones at the Paris zoo.

PROCEDURE:

1) Introduce the artist Henri Rousseau by showing his art prints from Highlights magazine, February, 1977 and from the book, Famous Artists of the Past. Use other examples of art by Rousseau that are available. As the child examines and discusses the books and prints, begin to tell the class the story of the artist's life. Allow them to question facts about Rousseau's life as it is being told (his lack of education as a child, etc.).

2) Referring to the unit on Frederick Douglass in the Social Science Curriculum area, page 269 of this syllabus, relate and/or review the story of the life and contributions of the American primitive artist, Clementine Hunter. Compare one of her art prints to one of Rousseau's. Compare her early life and formal education with that of Rousseau.

   Value clarification:

   When people have a true need to fulfill in a talented area, does it make a difference at what age one decides to develop or use this talent? Why? What may prevent a person from developing a talent at a young age?

3) Present the American primitive artist, Grandma Moses, using Highlights Gallery of Famous Artists, pages 20-21. Grandma Moses, like the author Laura Ingalls Wilder, told about her life through her pictures. Her paintings also reveal the way people lived in America during a period of nearly one-hundred years. Her remarkable memory enabled her to relive the scenes of her childhood. (Relate to the American poet, James Whitcomb Riley.)

   Anna Mary Robertson, known to the world today as "Grandma Moses", was born on a farm in Washington County, New York, on September 7, 1860. At twelve years of age, Anna Mary began to work as a hired girl to an elderly couple. In the fall of 1887, she married Thomas Moses. They moved to Virginia where the young Mrs. Moses worked hard on the dairy farm. They had ten children, five of whom died in early childhood. At one-hundred and-one years of age, Grandma Moses' long and busy life ended on December 13, 1961.

   As a little girl, Anna Mary began her drawing on paper her father would bring her. "It was a penny a sheet and it lasted longer than candy" she wrote. (valuing) She drew pictures and colored them with grape juice or berries.

Many of her paintings show the details of farm life. (Compare to Rousseau's "imagined" scenes). Others portray the happy gathering of the people in her community. (Compare to Clementine's plantation scenes).

The pictures of Grandma Moses now have wide appeal, but for many years they were little known. A collector, Louis J. Caldor, saw some on display in a drugstore window and was so impressed he bought them. He showed them to Dr. Otto Kallir, who arranged a show at his New York Gallery in 1940. Grandma Moses' paintings became popular then. Quotation from Grandma Moses: "I look back on my life like a good day's work, it was done and I feel satisfied with it. Life is what we make it, always has been, always will be."

4) Group discussion: Using an example of work by Rousseau, Hunter, and Moses, lead a discussion using the following questions:

1 - Why does Hunter and Moses' work have more likenesses and similarities than is evident in comparing Rousseau's work to theirs? (American, French; using the "real" as a subject as compared to the "imagined", etc.).

2 - Why do some of Rousseau's subjects have more meaning to a child as compared to Hunter and Moses (zoo animals, jungle, etc.)?

3 - Of the three artists, recall likenesses and differences in their lives (early years, finances, etc.).

4 - Discuss how Rousseau began painting at forty years of age which seemed to be "old" for that day, yet Grandma Moses was nearly seventy and Clementine Hunter was past sixty years when she began. Would the fact that Rousseau represented a different society make a difference in what age was considered "old" when deciding to develop an artistic ability?

EVALUATION:

Teacher observation of the child's ability to contribute as a member of a group in a discussion and/or activity. Teacher observation and recognition of the child with unusual talent in the area of art.

MATERIALS:

Book: Famous Artist of the Past, Platt and Munk

Book: Highlights Gallery of Famous Artists, Highlights magazine

World Book Encyclopedia

Grade Two Primary SPARK Syllabus

art prints

various art reference books

STAINED-GLASS WINDOWS

PURPOSE:

To study the use of stained-glass windows as an art medium

To develop an appreciation of the work and techniques required to complete a stained-glass window

To enjoy the beauty of stained-glass windows and explore their different styles

SUGGESTED TIME: (no specific)

CONTENT:

Stained-glass windows are made up of many small pieces of colored glass that have been assembled into a picture or design.

The artist first paints a small sketch of his design. Next, he makes a full-sized drawing of the window to use as a blueprint. This is called a cartoon. Each tiny piece is numbered to show where the many pieces of colored glass will fit.

Chemical dyes are used to color the glass. The brightness of the color is determined by the thinness or thickness of the glass.

Diamonds or hardened steel wheels are used to cut the glass into the right sizes and shapes. The pieces are then placed together, almost like a jigsaw puzzle, on a sheet of glass on top of the cartoon. The spaces between the colored glass are filled with melted wax. The artist can then check and make sure his window is as he wants it.

The artist uses enamel to paint the details of his picture on the pieces of glass. The pieces are baked in a furnace and the enamel becomes part of the surface of the glass.

Again the artist puts the pieces together and checks his design. Finally, workmen use H-shaped strips of lead to fit the pieces of glass together. Putty is used to fill in the cracks and the joints of the lead strips are soldered.

PROCEDURE:

Activity One:

Research the history of stained-glass windows and study how they are made.

Activity Two:

Take a field trip to local churches to view stained-glass windows and study their intricate designs.

Activity Three:

Have the children design original "stained-glass" windows by using one or both of the following techniques:

a) Using black construction paper as a base, arrange small pieces of colored paper to form a design. To simulate the lead, leave spaces between the pieces so that the black shows.

b) Have a design in mind. Apply wax crayons heavily to art paper, coloring some areas of the paper and leaving some areas uncolored. That is, leave paths of uncolored paper around each color so that colored areas "float" like islands on the paper.

   Brush black tempera, watercolor, or ink over the entire surface of the paper. The black paint or ink will stain uncolored surfaces of the paper but will not cover the colored areas. This will surround each color with black and create a stained-glass effect.

MATERIALS:

World Book Encyclopedia

other reference books

Arts and Crafts for Elementary Teachers

construction paper

scissors

glue or paste

art paper

wax crayons

black tempera, ink, or watercolor

brush

ORIGAMI

PURPOSE:

To provide an opportunity for the child to experience the art of paper folding

To use an art experience to further develop skills such as motor and tactile development, memorization, retention, listening, concentration, following directions, coordination, and finger dextertiy

To become familiar with many new vocabulary terms

To recognize the creative possibilities of paper folding

To have fun while participating in a new learning experience

SUGGESTED TIME: (no specfic)

CONTENT:

Perceptual Development Through Paper Folding, guidebook and record.

PROCEDURE:

Introduce the vocabulary needed in order to better understand and carry out instructions.

Begin with the first and easiest lesson. Play the band on the record once for the children before they begin folding the paper. Diagrams in the manual should be reproduced for use on an overhead projector. They provide easy-to-follow learning supplements for the students as well as the teacher.

Additional lessons and projects should be taught in sequence listed in the guidebook and manual.

EXTENDED ACTIVITIES:

1) Many of the projects lend themselves to other areas of the curriculum. These projects include:

a flag
flying fish
box of a thousand uses
basic house and bench
dresser or stove
a chair
wallet or coin purse
butterfly

2) Other books on origami are available. More difficult projects can be added as interest grows.

3) Children may wish to create original paper folding projects. They can teach these new projects to interested class members.

MATERIALS:

Perceptual Development Through Paper Folding - Origami guidebook and record

paper with different colors on each side

colored paper

record player

overhead projector

transparencies for the overhead projector

CRAYON TEXTURE PAINT

PURPOSE:

To discover other ways of using crayons

To explore color through blending, contrasting, arranging, etc.

To discover texture in crayons

To experiment with different strokes to achieve varied affects

To help the child understand the importance of shadows

To teach rules of safety when working with candles

To further the child's appreciation for art

SUGGESTED TIME: (no specific)

CONTENT:

This activity was adpated from a book in the SPICE Series: Create - Elementary Art, 1966.

PROCEDURE:

Display around the room a variety of pictures, such as sailboats, seashore, desert, mountains, woodland scenes, flower arrangements, simple still lifes, etc.

Have children practice sketching their choice on regular newsprint, then sketch a picture on the heavy white art paper.

Before lighting the candles, you may want to establish a few rules about safety. If rules are not obeyed, blow out the child's candle; it is better to have an unhappy child rather than a burned one.

Now begin by working from the background (sky, water, ground, etc.) to the front. Encourage using a variety of colors rather than one. For example, in painting the sky, use all the shades of blue. May even add a touch of pink. If working on a desert scene, the child will use the warm colors. Take the crayon and hold it near the flame until it starts to drip; now touch the melted crayon to the areas to be painted. This is a long process, because the crayons will cool quickly, so the child will have to repeat holding the crayon near the flame and touching the paper again and again. He will soon develop the knack and skill required and will work quickly.

One problem might be finding the right kind of candles so that they will not keep going out. The best ones are those that have a fat wick.

Continue working with the melted crayons letting the child experiment with different strokes and colors until the entire surface is covered.

The finished pictures make a pleasing wall display when mounted on black, gray, or brown construction paper.

EXTENDED ACTIVITIES:

This activity can lead to the study of air currents, heat, and candle making.

MATERIALS NEEDED:

old crayons with wrappings removed
candles
matches
white drawing paper
newsprint
pencils
foil pans to hold candles
old newspapers to cover working areas

POSITIVE AND NEGATIVE

PURPOSE:

To develop a keener appreciation for art

To provide an opportunity for each child to express himself creatively

To help the child to become aware of shapes and their relationship to one another

To become aware of space and how to balance within a given area

To help the child to be satisfied with his work

SUGGESTED TIME: (no specific)

CONTENT:

Adapted from a professional magazine, The Instructor.

PROCEDURE:

Discuss with the group the terms: positive, negative, balance, area, space, and shape.

Hold up a rectangle and ask: "What is this called?" Explain that they are to cut shapes along the long edge of this rectangle and move the cut areas out along the outside border.

Demonstrate. Then after doing this, glue the areas down on black construction paper. Display on wall.

MATERIALS:

9" X 12" black construction paper

5" X 7" white construction paper

scissors

glue

INFORMATION FOR THE DEVELOPMENT OF OTHER ART TOPICS AND ACTIVITIES

1) Topic: Chalk Stencil

Content: Art coordinator, Calcasieu Parish Schools, 1976-77

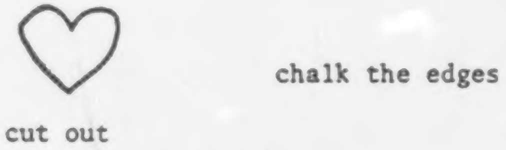
Activity:

1 - Using one sheet of white art paper, 9 X 12 inches or regular ditto paper, have the child cut out several shapes of one form, as three valentines or three shamrocks.

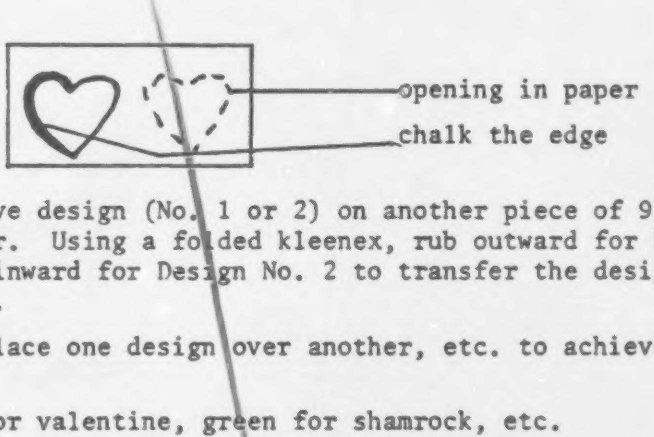
2 - Using the cut-outs and the sheet from which they were cut, a chalk stencil is made:

a) Use chalk to color the edge of the cut-out valentine and the edge of the opening where the valentine was cut.

1.



2.



b) Place above design (No. 1 or 2) on another piece of 9 X 12 inch paper. Using a folded kleenex, rub outward for Design No. 1 or inward for Design No. 2 to transfer the designs on the paper.

c) You may place one design over another, etc. to achieve depth effect.

d) Use red for valentine, green for shamrock, etc.

e) May be sent home as a surprise for parent for a holiday.

f) Grade One students may need more guidance in free-cutting style of the forms than Grade Two.

g) May be used as crayon stencil, substituting crayon for chalk, using the eraser of a pencil for rubbing.

2) Topic: Crayon Resist

Content: Art coordinator, Calcasieu Parish Schools, 1976-77

Materials: paper
wax crayons
water color or dark tempera
large brushes or sponges

Procedure:

Apply crayon onto paper heavily. When drawing is complete, paint over it with water color or watered-down tempera. The wax crayon will resist the paint.

Extended Activities:

Incorporate with other subjects as: 1) plant life; 2) draw winter scenes and resist with black or grey tempera; 3) use geometric shapes (limit five to six objects), arrange these in an interesting order and color brightly - - resist with black tempera; and 4) illustrate a scene being currently study in the social science area.

3) Topic: Crayon Etching

Content: Art coordinator, Calcasieu Parish Schools, 1976-77

Materials: heavy paper
wax crayons
india ink, black crayon, or black tempera
pointed objects

Procedure:

Cover the surface of a piece of heavy art paper using crayons. The child may color in squares, rows, shapes, etc. Over this put a second coat of black crayon, india ink, or black tempera. Using a pointed object (end of scissors, nail) scratch the second layer off. Make a design, landscape, rainbow, name, etc. May be used as a book cover.

4) Topic: Half-a-face Design

Content: Art teacher, Westlake High School, Calcasieu Parish Schools

Materials: pictures of people's front-view faces cut from magazines (these should be as large as possible); cut each picture exactly in half

Activity:

Give each child one-half a picture. Be sure boys get pictures of males; girls, females. In order to be unable to see the whole, each group of children should not be given both parts of any one picture. Ask the children to "mentally" see the other half of the face. Allow for discussion by the students of each other's pictures. Each child will then glue the one-half picture on a white piece of art paper. Using crayola, they are asked to reproduce the other side of the picture as realistically as possible. They may add background also. The teacher should use this activity as a means of recognizing the child with unusual artistic ability.

5) Topic: Examples of Art Media

Content: Sounds of Language Readers, Levels 7-11

Activities:

Use the art represented in these textbooks for:

a) activities that encourage elaboration and originality

b) examples of art prints

c) examples of art media

d) the development of the aesthetic value of art that accompanies the printed page

6) Topic: Art Museums and Art Exhibits

Content: Field trip to an art museum or art exhibit

Activity:

Prior to the field trip, use the filmstrip/cassette, "What Is A Museum of Fine Arts?" by Hubbard. After the visitation, begin to further develop the basic techniques used in displaying one's art. For example: art work is titled or untitled; the artist's signature is usually visible; the background materials used in staging the exhibit are planned, etc.

7) Topic: Sculpture and Sculptor

Content: Book: The Stone Meagerie by Shay. Through candid photographs of people, especially children, the author introduces the idea and purpose of the art gallery and stone sculpture.

Shay Rieger was born in New York. In this book the artist takes the reader directly into her studio. Before beginning her stone carvings, the sculptor sketches them at the acquarium, at zoos, and at The American Museum of Natural History. Then she chooses the stones. Her menagerie ranges from whales, penguins, and a flying fish to owls, a pelican, and a praying mantis.

Activity:

Read the book aloud to the class, discussing its content and photographs. Correlate with any work done in sculpture materials - - soap, clay, styrofoam. Encourage the child to report on experiences during the year that provide an opportunity to view sculptures.

8) Topic: Artist, Basil Ede

Content: Sounds of Language Readers, Sounds of a Mystery, pages 354-361

National Geographic magazines, Volume 151, No. 2, February, 1977, "Audubon, On the Wing", pages 148-177

Activity:

Review the life of the artist, John James Audubon, as presented and studied in Grade One SPARK. Provide additional information as given in the National Geographic, February, 1977. Read and study together the art prints by Basil Ede from the Sounds of Language Reader, Sounds of a Mystery. Compare and contrast each print with works of Audubon that were previously viewed and studied. Any Audubon prints may be used for this comparison.

Extended Activity:

Use the suggested art activities given on page 360 in Sounds of a Mystery, teacher's edition.

9) Topic: Twist 'n Turn Bonnets

Content: Teacher magazine, April, 1976

Materials: Each child will need:

a sheet of 18 X 24-inch construction paper

scissors

stapler

crayons

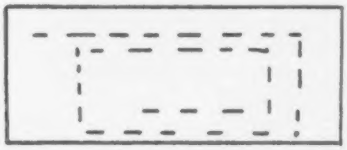
paste

decorating material (yarn, crepe paper, tin foil, and pipe cleaners)

Activity:

With younger children, provide an oaktag pattern of the bonnet shape that they can trace (see Figure 1). With older children display one sketch for all to copy. Once the basic line of the bonnet is drawn, ask students to cut along the winding pattern line. Suggest that they also round off the corners of the paper with their scissors. Then children can "twist" 'n turn" the paper form until they have created an attractive bonnet and staple it into place. Encourage students to decorate their bonnet with different shapes, materials, colors, etc.

Figure 1



10) Topic: Object Art

Content: Teacher's Ideas & Workshop, February, 1975

Activity:

Have the children choose a few random objects around the room, such as a pair of scissors, a tape dispenser, and a stapler. Have them trace the outline of the objects and then create pictures from their drawings. They can create animate objects such as animals or persons; or inanimate objects such as cars or planes. You might want to tell them they can repeat outlines if they have other ideas for creating different things.

11) Topic: Seed Art

Content: an extended activity from a study of Indian symbols

Activity:

Ask each child to make a design or picture by gluing different kinds and colors of seeds onto colored paper or a paper plate. Provide the children with assorted seeds (sunflower seeds, dried beans and peas, colored popcorn), construction paper, pencils, crayons, scissors, and white craft glue.

12) Topic: Tissue Paper Flowers

Content: a type of paper craft

Activity One: sweet pea

four layers of colored tissue paper cut in four-inch circles

pipe cleaner

stapler

Procedure:

Puncture the center of the circles with the pipe cleaner. Pull up one-half inch and bend the top over. Fold the circles of paper into quarters and staple to the pipe cleaner. Separate and fluff up the layers of tissue paper.

Activity Two: mum

tissue paper - 5 X 7½ inches, eight layers (small flower or

tissue paper - 10 X 7½ inches, eight layers (large flower

pipe cleaner

Procedure:

Stack the layers one on top of the other. Accordian pleat, starting on a short side. Pinch in the center and put the pipe cleaner around the center. Twist lightly. Pull up one layer at a time and fluff.

13) Topic: Magazine Fun

Activity One:

Cut a variety of objects out of old magazines and let each child choose one. Have him glue it on a piece of art paper and draw a picture around it. Example: If a child chooses a boat, he could draw someone fishing on a lake in a forest.

Activity Two:

Cut out a variety of products from advertisements in old magazines. Let each child choose one and design an original billboard advertisement for that particular product.

14) Topic: Experimenting with Textures

Content: *Learning Center Activities*, The Education Center

Activity:

Let the children go outside in small groups. Have them lay tissue paper on a textured surface such as a brick wall, window screen, leaves, tree bark, etc. Rub the flat side of a piece of colored chalk or crayon over the tissue paper.

The paper can be trimmed and framed with a contrasting color of construction paper. Children will enjoy guessing the textures others have traced.

15) Topic: Paper Collage

Content: Arts and Crafts for Elementary Teachers

Activity:

Cut a variety of shapes from colored papers. Make an arrangement of these shapes on a contrasting piece of paper which will serve as a background. Glue or paste the paper shapes into place on the background.

16) Topic: Color

Content: Milton Bradley Color Wheel

Definitions:

primary color - a color, as red, yellow, or blue that in mixture yields other colors

secondary color - a color, as orange, green, or violet produced by mixing two primary colors

complementary color - one of pair of primary or secondary colors opposed to the other member of the pair on a color wheel, as green opposed to red, orange opposed to blue, or violet opposed to yellow

Activity:

Using art paper and water colors, let each child use the three primary colors in as many combinations as possible. The results of this experimentation should be the three secondary colors.

Complementary colors enhance one another but when mixed, produce the color gray. Let each child use the pairs of complementary colors to make gray. Complementary colors will be opposite of each other on a color wheel.

Following this activity, research can be done to find where in nature people of early civilizations found substances to make the primary colors for paints used in decoration and in dyes.

17) Topic: Andrew Wyeth

Content: Highlights Gallery of Famous Artists, "Andrew Wyeth/ American Artist", pages 10-11.

He was born in Chadds Ford, Pennsylvania in 1917. His paintings are of things exactly as they appear. He made studies of things in nature, such as a rocky seacoast; the thundering waves; the fields and farmlands; a gnarled tree trunk; a weathered dory; an old stone fence; or hard-working people. The scenes he painted were typically American. Some of his studies were done in water color; others in tempera (with egg whites used to mix the colors). With simplicity and beauty, they give a picture of America painted by an artist who truly loved his subject.

Best known is Christina's World. It is a tempera study of a woman who lived on a farm in Maine. As a child Christina Olson was stricken with polio. She could not walk. Even so, she was determined to be independent - - to do things for herself. Andrew Wyeth's haunting picture is a tribute to her courageous spirit.

Activity:

Display the painting, Christina's World. Discuss by asking questions such as: "Why is the girl looking toward the farm house? Why is she out in the field? How does this painting make you feel? What colors did the artist choose to express his feeling? Why? What else can you learn from the painting?"

Have children make a collage of a field using pages from a magazine cut into shapes of animals, insects, trees, etc. Use crayons to show grass blowing in the wind.

Materials: old magazines

crayons

paste

art or construction paper

Extended Activity:

Compare Wyeth's work to Henri Rousseau's paintings using nature as a subject.

MATERIALS USED IN THE DEVELOPMENT OF THE ART CURRICULUM

Sounds of Language readers
   Holt, Rinehart, and Winston

Scholastic Paperbacks (selected titles)
   Scholastic Book Services

The Best in Children's Paperbacks, K-3
   Educational Reading Services

Making Music Your Own, Grade One
   Student texts
   Silver Burdett Company

The Story of American Art for Young People
   Pantheon

The Story of Art for Young People
   Pantheon

Highlights Gallery of Famous Artists

ART PRINTS:

Four Paintings
American Life in Art
   Scholastic Services

Eighteen Best Loved Bird Paintings, Audubon
   Book Enterprises Incorporated

FILMSTRIPS AND CASSETTES:

Animal Fables
   Coronet

What is a Museum of Fine Arts?
Hubbard

Consumable art supplies

Easel

Dukane Cassette AV Matric

Record player

Tape recorder and blank cassettes

One stereo headphone

Typewriter

APPENDIX

MATERIALS USED IN SPARK

I. ART

1.	The Art Box - Primary	Educational Insights
2.	Double Easel	Creative Playthings
3.	Spice Series - "Create"	Educational Services
4.	Best Loved Bird Paintings	Audubon Book Enterprises
5.	American Life in Art	Scholastic Services
6.	Art Guide and Handbook	Hayes
7.	Four Paintings	Scholastic Services
8.	The Story of American Art for Young People	Pantheon Company
9.	The Story of Art for Young People	Pantheon Company
10.	Rubber brayer	
11.	Inking plate	Printmasters

II. BOOKS - children's reference

1.	All About Birds	
2.	All About Insects	
3.	All Color Book of Birds	
4.	All Color Book of Insects	
5.	All About Reptiles	Cresent (1 thru 5)
6.	Great Big Air Book	Random House
7.	101 Wonders of America	Country Beautiful Corp.
8.	Dictionary for Children	MacMillan
9.	"In Other Words": A Beginning Thesaurus	Scott-Foresman
10.	Star Spangled Banner	Doubleday
11.	Compton's Precyclopedia	Compton
12.	My First Picture Dictionary	Scott-Foresman
13.	Science Words	Harper and Row
14.	Those Strange Louisiana Names	
15.	Giant Dinosaurs	Scholastic Services
16.	Rocks & Minerals	Octopus Books
17.	Prehistoric Life	Grosset & Dunlap
18.	Dinosaurs	Grosset & Dunlap
19.	Story of the Acadians	Barron's Educational Series
20.	ABC Word Book	Random House
21.	Play on Words	Random House
22.	Charlie Brown Dictionary	Random House
23.	Swahali Counting Book	Dial Press
24.	Snakes	Grosset & Dunlap
25.	The Bears' Almanac	Random House
26.	Baby Animals of Africa	Castle Books
27.	How Do They Build It	Platt & Munk

28.	Guinness Book of Astounding Feats and Events	Sterling
29.	Golden Guide to Insects	Golden Press
30.	Guinness Book of Amazing Achievements	Sterling
31.	Golden Guide to Trees	Golden Press
32.	Information Please Almanac	Golenpaul
33.	Louisiana Almanac	Pelican
34.	Golden Book of Seashells	Golden Press
35.	Webster's New World Dictionary	World Book
36.	Wild Creatures	
37.	Minerals in Color	
38.	Insects in Color	
39.	Buds in Color	
40.	Reptiles and Amphibians	
41.	Monsters of the Deep	

III. BOOKS - children's literature and texts

1.	Clovis Crayfish & the Beg Betail	Claitor's
2.	Clovis Crayfish & His Friends	Claitor's
3.	Early Childhood Book Collection	Scholastic Services
4.	Four Seasons Library, K-3	Scholastic Services
5.	Folktale Collection for Beginning Readers	Scholastic Services
6.	Sounds of Language Readers	Holt, Rinehart, & Winston
7.	Monster Series (12 titles)	Bowmar
8.	More Monsters (12 titles)	Bowmar
9.	Gateways to Reading, K-8 The Best in Children's Paperbacks (60 titles)	Educational Reading
10.	Satellite Paperbacks (20 books)	Holt, Rinehart, & Winston
11.	Fantasia Pictorial Series	Silver Burdett
12.	From Skyscrapers to Squirrel Series	Harper and Row
13.	He Bear, She Bear	
14.	A Fly Went By	
15.	The Bike Lesson	Ramdom House (13 thru 15)
16.	There's a Nightmare in my Closet	Dial Press
17.	The Best Nest	Random House
18.	Can I Keep Him	Dial Press
19.	Zeek Silver Moon	Dial Press
20.	The Trees Stand Shining	Dial Press
21.	Tell Me a Joke	Platt & Munk
22.	Hailstones & Halibut Bones	Doubleday
23.	The Story of Paul Bunyan	Prentice-Hall
24.	Yankee Doodle	Parent's Magazine Press
25.	The Christmas Cupboard	Funk & Wagnalls
26.	Moja Means One	Dial Press
27.	The Duchess Bakes A Cake	Scribner
28.	Stone Soup	Scribner
29.	May I Bring a Friend	Atheneum
30.	The Shoemaker & the Elves	Scribner
31.	Magic Circle - Levels 1, 2, 3, 4	Ginn and Company
3[illegible].	Fables & Folktales from Many Lands	Highlights for Children

Student - Practice Books

1.	Special Practice Books (Levels 2, 3, 4, 5) In Other Words (Sets A, B)	Scott Foreman
2.	Golden Metric Workbook	Golden Press

IV. BOOKS - teacher's (guides, manuals, resource, etc.)

1.	Teacher's editions to accompany all students' series, sets, etc.	
2.	Words I Like to Read and Write	Harper and Row
3.	Words to Read, Write, and Spell	Harper and Row
4.	Kid's Stuff - Creative Science Experiments for the Young Child	Incentive Publications
5.	Kid's Stuff - Reading & Language Experiences	Incentive Publications
6.	Transactional Analysis for Tots	Jalmar Press
7.	Why Doesn't An Igloo Melt Inside	Memphis City Schools
8.	Hayes Art Guide & Handbook	Hayes
9.	Practical Guide to First Grade Activities	Incentive Publications
10.	Special Kid's Stuff	Incentive Publications
11.	Pumpkins, Pinwheels, Peppermint Package	Incentive Publication
12.	Spice Series - "Create" (art)	Educational Services
13.	Spice Series - "Note" (music)	Educational Services
14.	Spice Series - "Spice" (language arts)	Educational Services
15.	The Metric Book of Amusing Things To Do	Barron's Educational Series
16.	Story Starters - Primary	Creative Teaching
17.	Roget's International Thesaurus	Crowell
18.	The Come-Alive Classroom	Parker Publishing
19.	World Almanac	Parker Publishing
20.	Creative Writing Book	Good Apple, Inc.
21.	Gallery of Famous Artists	Highlights for Children
22.	Biographies of Good Composers	Highlights for Children
23.	Creative Thinking Activities	Highlights for Children
24.	Creative Thinking for Beginners	Highlights for Children
25.	Creative Writing Activities	Highlights for Children
26.	Headwork for Elementary School Children	Highlights for Children
27.	Hidden Pictures and Other Thinking Activities	Highlights for Children
28.	Hidden Pictures for Beginners	Highlights for Children
29.	Tricks and Teasers	Love Publishing Company
30.	Bag of Tricks	

V. BOOKS - Professional

1.	Teaching the Gifted Child, Second Edition, James Gallagher	Allyn & Bacon
2.	The Gifted & Talented: A Handbook for Parents by Delp & Martinson	Ventura County, California

3.	The Identification of the Gifted/ Talented	Ventura County, California
4.	Providing Programs for Gifted/ Talented	Ventura County, California
5.	Reading for the Gifted and the Creative Student, Paul Witty	I.R.A.
6.	Ways of Teaching, Hayman	Lippencott
7.	Developing a Written Plan for the Education of Gifted/Talented Students	L.T.I. Ventura County
8.	Florida State Resource Manual for Gifted Child Education	State of Florida Department of Education
9.	Teaching the Bright & Gifted	Prentice-Hall
10.	The Gifted Student by W. K. Durr	Oxford Press
11.	Educating the Gifted by Jos French	Henry Holt & Company
12.	Educating the Ablest by J.C.Gowan and Paul Torrance	F. E. Peacock Company
13.	Let's Put It All Together for the Gifted/Talented	Working Draft of Louisiana State Program - Baton Rouge
14.	Change for Children by Kaplan	Goodyear

VI. BOOKS & CASSETTES/RECORDS

1.	Now You Know About Animals - Kit 599	Encyclopedia Britannica
2.	Charlie the Tramp	Scholastic Services
3.	The Witch Next Door	Scholastic Services
4.	The Hole in the Dike	Scholastic Services
5.	Crictor/Bremen Town Musicians	Scholastic Services
6.	City Mouse - Country Mouse & Two	Scholastic Services
7.	Congo Boy	Scholastic Services
8.	Frog Prince	Scholastic Services
9.	Indian Two Feet & His Horse/ The Witch Next Door	Scholastic Services
10.	Tikki Tikki Tembo	Scholastic Services
11.	Rich Cat, Poor Cat	Scholastic Services
12.	Selection from the Arrow Book of Poetry	Scholastic Services
13.	The Bigger Giant	Scholastic Services
14.	Curious George Rides a Bike	Scholastic Services
15.	The Ball That Wouldn't Bounce	Scholastic Services
16.	Clifford's Tricks	Scholastic Services
17.	My Mother Is Lost/The Three Bears	Scholastic Services
18.	Benjamin Budge and Barnaby Ball	Scholastic Services
19.	Dandylions Never Roar	Good Apple Incorporated
20.	Imagination and Me	Good Apple Incorporated
21.	Anything Can Happen	Good Apple Incorporated

VII. MUSIC

1.	Making Music Your Own (Grade One student books, teacher's guide, and recordings, 1974 ed.)	Silver Burdett

2.	Spirit Masters - What Do You Hear?	Silver Burdett
3.	Meet the Instruments (posters, study prints, sound filmstrips set & records)	Bowmar
4.	The Music Box	Educational Insights
5.	Orff Instruments: Set A	
	Alto xylophone	
	Glockenspiel	
	Woodblock	
	Triangle	
	Tambour	Orff Schulwerk
6.	Resonator bells	
	Guiro	
	Chromaharp	
	Tambourine	
	Tuneable hand drum	Rhythm Band Incorporated
7.	Orff & Kodaly Adapted for the Elementary School by Wheeler	Brown Publishers
8.	Recordings:	
	Swan Lake	London
	The Sound of Music	RCA
	Gems for Orchestra	London
	Beethoven Moonlight and Waldstein Sonatas	RCA
	Hansel & Gretal	Walt Disney
	Adventures in Music (Grades One and Two)	RCA
	Nutcracker Suite/Peter and the Wolf	Columbia
	Grand Canyon Suite	
	Switched-on-Bach	Columbia
	Children's Introduction to Classical Music	Peter Pan
	Around the World with Most Popular Children's Songs	Peter Pan
	America the Beautiful	RCA
	Classical Music for People Who Don't Know Anthing About Classical Music	RCA
	Snow White and the Seven Dwarfs	Walt Disney
	How Lovely is Christmas	Golden
	Four Complete Stories (The Ugly Duckling plus three)	Disneyland
	Songs from Many Cultures, Volume 1	Kimbo Edition Records
	A Fifth of Beethoven	Private Stock Company
	I'd Like to Teach the World to Sing	Peter Pan

VIII. SOCIAL STUDIES

1.	Our Country Books, Grade One	Allyn & Bacon
2.	Our Community, Grade Two	Allyn & Bacon
3.	Our Working World Families	
4.	America's Urban Needs (Sanitation) (filmstrip & cassette)	Singer (SVE)

5.	Working In U. S. Communities (Marketing) filmstrips/cassettes	Singer (SVE)
6.	You, The Consumer Where Does Your Allowance Go? (filmstrip/cassette)	Singer (SVE)
7.	Study Prints: American Indians Yesterday and Today	Interstate
8.	The Story of Hannukah & Christmas (filmstrip/cassette)	Singer (SVE)
9.	Tadpole Series (Set 2) (filmstrip/records)	Denoyer-Geppart
10.	Actionmap - U.S. floor map	Denoyer-Geppart
11.	Twelve-inch Readiness Globe	Nystrom
12.	Study Prints: Our Wonderful Country It's People It's Workers Historical Landmarks	Coronet
13.	Maps Show the Earth Kit	Nystrom
14.	U. S. Rasied Relief Map	Nystrom
15.	A Lincoln Life Line	Scholastic Services
16.	U. S. Puzzle Plaque	Playskool Company
17.	Game of the States	Milton Bradley
18.	Mostly Me	Good Apple Incorporated
19.	Primarily Me	Good Apple Incorporated
20.	Our Continent Puzzle Plaque	Playskool

IX. SCIENCE SCIENCE

1.	Creative Science Experiences for the Young Child	Incentive Publications
2.	Study Prints - Basic Science Series Familiar Cloud Forms Exploring Space	Singer (SVE)
3.	Now You Know About Animals (books/cassettes)	Encyclopedia Britannica
4.	Science Words	Harper and Row
5.	Jumbo Wall Thermometer	Interstate
6.	Blister Electric Microscope	General Science Company
7.	Jumbo Horseshoe Magnet	
8.	Magnetic Compass	
9.	Bar Magnet	
10.	Reading Glass (three inches)	
11.	Pictures That Teach (study prints) "Understanding Your Environment"	Silver Burdett
12.	See How They Gro	Scholastic Book Services
13.	Rainbow Coleus Kit	Sure Crop, Inc.
14.	The Ways of Animals (with cassettes)	Bowmar

X. MATH

1.	Teaching Machine & Cards	Invicta (1-13)
2.	Sequence Blocks	
3.	Centimeter Decimal Set	

4.	Pin Board	
5.	Metrestick	
6.	Polyominoes	
7.	Tangrams	
8.	Shapes Board	
9.	Attribute Logic Blocks	
10.	Metric ruler	
11.	Shape Tracer	
12.	Simple Scales	
13.	Word Building Box (letters and numerals)	
14.	Golden Metric Workbook	Golden Press
15.	Metric Activity Cards	Education Center
16.	The Metric Book of Amusing Things to Do	Barrons
17.	Stories About Shapes (filmstrip/cassette)	Coronet
18.	Good Apple Math Book	Good Apple, Inc.
19.	Touching & Teaching Metrics	Good Apple, Inc.
20.	Measure with the Metric System	Scholastic Services
21.	Arithmetic Instructional Activities (Book One and Book Two)	Love Publishing Co.

XI. GAMES

1.	Checkers	
2.	Polyominoes	Invicta
3.	Game of the States	Milton Bradley
4.	Math Bingo	
5.	Etch-a-Sketch	
6.	Score Four Game	
7.	Double Six Dominoes	
8.	Rack-O	
9.	U. S. Map Puzzle Plaque	Playskool
10.	Lego Building Set	
11.	View Master	
12.	Petti Puzzles	
13.	Chess	
14.	Chinese Checkers	
15.	Paris Word Game	
16.	Ox Blocks	
17.	Children's Games, K-3	
18.	Spiro Graph	
19.	Scrabble	
20.	Sum Fun	
21.	Tens Game	
22.	Sneaky Snake	
23.	Whachamacallit	

XII. MAGAZINES

1. National Geographic WORLD
2. Highlights for Children

3. Good Apple Newspaper
4. K-3 Bulletin
5. Cricket
6. Ranger Rick

XIII. ACTIVITY BOXES

1. Creative Writing Box
2. Reading Centers Box
3. The Music Box
4. The Art Box
5. Mind Expanders
6. Story Starters
7. Creative Moments

XIV. MISCELLANEOUS AIDS

1. scissors (right or left-handed)
2. flag
3. rulers
4. paste and/or glue
5. tag board
6. pinking shears
7. flannel board
9. stapler
10. paper punch
11. easel
12. grip-clips
13. card box
14. point back letters
15. sixty-minute timer
16. transparencies and markers
17. marks-a-lot
18. scrap book
19. picture album
20. tempera paint
21. blank cassette tapes
22. index cards
23. yarn and string
24. tape
25. clay
26. artist brushes
27. colored chalk
28. manila folders
29. corrugated paper
30. chenille stems
31. music paper
32. graph paper
33. sketch pads
34. water color brushes
35. twine/wire
36. water colors
37. newsprint

38. butcher paper
39. tacks/pins
40. ribbon
41. crepe paper

XV. EQUIPMENT - FURNITURE

1. record player
2. cassette tape recorder
3. wall clock
4. Dukane Cassette AV Matric
5. double easel stand
6. Blister Microscope
7. Community Playthings storage unit
8. Community Playthings locking storage unit
9. file cabinets
10. various shaped tables
11. colorful plastic chairs
12. overhead projector
13. slide projector
14. overhead projector markers
15. individual head phones

INSERVICE TRAINING

With the long-range goal of a differentiated program for gifted/talented in mind, all personnel involved in the program have the opportunity for specialized orientation and training, including preservice education.

Preservice and inservice training are provided for teachers, administrators, counselors, and librarians of gifted individuals. Although Louisiana gifted/talented certification is not a reality as yet, these staff members require specific education which prepares them to function effectively in the development of higher intellectual, academic, affective, and creative skills.

The continuing inservice education is designed to prepare the staff in pupil-appraisal, program planning and development, curriculum development, physical design of the gifted/talented classroom, and evaluation. The selected techniques can be appropriately differentiated through staff training programs in which staff members can acquire a thorough understanding of the characteristics of the gifted, their learning and developmental needs, and appropriate teaching materials and methodologies for use with gifted students.

Administrative and teacher effectiveness in the SPARK program are directly related to differentiated program structuring, curriculum development, organization planning, and the physical design of the gifted/talented classroom; the teacher and staff do not perform in a vaccuum. The program in teacher-staff orientation and training reflects this premise. Preservice and inservice training consist of the following:

1 - Informal discussions with central office:
administrative and supervisory staff, Governor's Program staff, TAG parent group, principals of selected participating schools, counselors, and classroom teachers

2 - McNeese State University graduate courses and workshops concerning gifted/talented education

3 - Attendance at conferences, both in-state and out-of-state on gifted/talented

4 - Consultations with nationally-recognized experts in the field of giftedness

5 - Parish-wide inservice sessions with teachers of the gifted and classroom teachers

6 - Monthly inservice sessions with coordinator and/or director

7 - Preservice summer workshops held in August each summer

8 - Visitations to exemplary programs

PARENTAL AND COMMUNITY INVOLVEMENT

Parental involvement is encouraged through attendance at group meetings and parent-teacher conferences, visitations in the SPARK classes, and rating the program by use of written evaluation forms twice a year. Parents are called upon to assist with transportation and chaperoning of field trips and to serve as resource persons.

The community is invited to participate in activities which may lend themselves to particular offerings, to serve as resources, and to help rate and evaluate the program. It is felt that meaningful education of the gifted will be enhanced by use of community resource participants and field trips.

COMMUNICATION AND DISSEMINATION

The dissemination of program information to the public creates greater awareness on the part of the community to the needs of the gifted/talented students.

Many articles are published about the program in local newspapers and bi-monthly newsletters, and this handbook is an effort to disseminate information to classroom teachers and principals.

Pictures, slides, and other media concerning the program are constantly being prepared.

There is continuous correspondence with interested persons regarding the program.

Appearance of gifted/talented team members, other school personnel, and/or students to share information concerning the program on local television stations, as well as presentations to various interested groups is an important phase of this component.

A scrapbook containing various information concerning the program is kept.

The program hosts many visitors from other school systems. These visits are always approved by the superintendent and are arranged by the coordinator in cooperation with principals and teachers.

Display of the students' work and projects in various exhibits, both in school and out, serve as a means of communication and dissemination of information about the program.

EVALUATION

Formal evaluation techniques include responding to a questionnarie by students, parents, and school personnel twice a year.

In addition, staff meetings are scheduled at regular intervals for the purpose of continuous feedback related to the everyday operational procedures and overall progress toward the accomplishment of the objectives.

The Title III Primary Program will have evaluative consultations held on a scheduled basis and will deal with evaluation data, processing and interpretation of collected materials, and other data related to the objectives of the program.

CALCASIEU PARISH SCHOOL BOARD

SPARK PROGRAM FOR GIFTED/TALENTED STUDENTS

Permission for Testing

I hereby give permission for my child ______________________________

who is in the ______________ *Grade at* ______________________________

school for the ___________ *school year, to be tested for possible*

placement in the SPARK program for gifted/talented students.

BIRTHDATE OF CHILD ________________ AGE _____ SEX _____ RACE _____

PARENTS' SIGNATURE ___________________________________

____

DATE _______________________

ADDRESS ______________________________ CITY ____________

ZIP ____________________ TELEPHONE ________________

CALCASIEU PARISH SCHOOL BOARD

RECORD OF PARENT CONFERENCE PRIOR TO PUPIL PLACEMENT IN EDUCATIONAL PROGRAM FOR GIFTED AND TALENTED

Department of Special Services

Student's Name ______________________ Date of Birth ____________

School ______________________ SPARK Center ____________

TO WHOM IT MAY CONCERN:

After our discussion concerning my child's general learning ability, school progress, and social adjustment, I hereby agree to his/her placement in the program for Gifted and Talented as soon as the necessary arrangements can be made. I understand that my child will have to go from his regularly assigned school to another school for the SPARK class session. In such case, I agree to accept full responsibility for my child's physical welfare while going to and from the SPARK class.

I understand that the progress and development of my child will be carefully observed and that I will be informed orally or in writing at various times, or upon my special request, about the nature of such progress.

______________________ ______________________

(Signature of Parent) (Date)

______________________ ______________________

(Signature of Parent) (Date)

______________________ ______________________

(Signature of Teacher, Principal, or Counselor) (Date)

CALCASIEU PARISH SCHOOL BOARD

FIELD TRIP PERMISSION

Department of Special Services

TO WHOM IT MAY CONCERN:

I hereby give my consent for my child ______________________________ to be taken on field trips throughout the year 19____ - ____ as part of the SPARK curriculum. I will not hold the teacher, school, or principal responsible for any accident or mishap which may occur on these trips.

(Parent's Signature)	(Date
(Parent's Signature)	(Date)

CALCASIEU PARISH SCHOOL BOARD

PERMISSION TO PHOTOGRAPH

Department of Special Services

Student's Name ________________________ Date of Birth ____________

School ________________________ SPARK Center ________________________

TO WHOM IT MAY CONCERN:

I hereby agree to my child being photographed and/or filmed and that these may be shown to the general public on appropriate occasions. I understand that at no time will any pictures, slides, or films be shown that would cause any embarassment or be detrimental in any way.

________________________	________________________
(Parent's Signature)	(Date)
________________________	________________________
(Parent's Signature)	(Date)
________________________	________________________
(Signature of teacher, principal, or counselor)	(Date)

CALCASIEU PARISH SCHOOL BOARD

FAMILY INFORMATION SHEET

Date ____________________

Primary Gifted Program

1. Child's name ____________________ 2. Birthdate ______

3. Address ______________ City ____________ Zip ____________

4. Telephone ______________

5. Parent's name:

FATHER ________________________

☐ Separated ☐ Remarried ☐ Deceased

MOTHER ________________________

☐ Separated ☐ Remarried ☐ Deceased

6. Parent's education:

FATHER

☐ Elementary ☐ High School ☐ College

____________ years or degree

MOTHER

☐ Elementary ☐ High School ☐ College

____________ years or degree

7. Parent's occupation:

FATHER ________________________ Business Phone __________

MOTHER ________________________ Business Phone __________

8. Child lives with ______________________________________

9. Brother's (s') ages ______________ Sister's (s') ages ______

10. Grandparents living ☐ Yes ☐ No

Residency location of grandparents ____________________

11. Is child with grandparents?

☐ Often ☐ Only short visits

Explain if necessary: ____________________

____

12. Travel experiences: Briefly list major trips (cities, etc.) and means of travel (plane, car, train, camper, etc.).

a.

b.

c.

13. Machines in home:

Mark Yes or No. Put a ☑ by ones child is able to operate.

a. Radio ____ ☐

b. TV ____ ☐

c. Stereo ____ ☐

d. Washer ____ ☐

e. Dryer ____ ☐

f. Vacuum ____ ☐

g. Tape player/ recorder ____ ☐

h. Dishwasher ____ ☐

i. Projector ____ ☐

j. Carpenters' tools ____ ☐

k. Mechanics ____ ☐

1. Others: List

____

____

____

14. Musical instruments in home:

a. ____________ b. ____________ c. ____________

15. List people in family that can play these musical instruments.

16. Is child taking private music lessons? ☐ Yes ☐ No

Explain: ______________________________

17. Briefly describe the health of the child as:

☐ Good ☐ Excellent

List allergies requiring treatment.

18. Describe any unusual illness or condition of other members of family that requires special attention.

19. List any special interests or talents of child.

20. List any fears of child.

21. Is reading a favorite pasttime of parents? ☐ Yes ☐ No

List newspapers, magazines, and books that come to your home regularly.

Do parents use the public library? ☐ Yes ☐ No

Does the child use the public library? ☐ Yes ☐ No

Does the child own books? ☐ Few ☐ Many

22. Briefly describe how your child spends his out-of-school hours. Include family activities, games, TV, friends, and alone.

23. Do you consider any other child in this family as gifted?

☐ Yes ☐ No

Enrolled in SPARK program?

☐ Yes ☐ No

24. Would you be able to be a resource person or provide one for our classroom?

___ Yes ___ No

Specific areas of interest: ______________________________

25. Could you provide transportation for a local field trip?

___ Yes ___ No

26. Could your child read prior to entering Grade One?

___ Yes ___ No

This material is appropriate for use as a handout at the parent-teacher orientation meeting and/or the first parent-teacher conference.

FOR PARENTS OF GIFTED AND TALENTED CHILDREN*

Parents may need continuing help in understanding and providing for their gifted children. Accordingly, teachers encourage parents to talk about the home behavior of their children, and teachers in turn want to share the performance of these children at school with parents. This close cooperation of the home and the school is an important factor in helping gifted children to use and develop their abilities.

What Are Gifted Children Like?

From early childhood gifted children give indications of superior intellectual ability. These children may walk and talk at an earlier age than other children, and in other ways indicate they are more advanced for their age; they are more alert, and learn quickly. On tests of scholastic aptitude these children score markedly above average.

Characteristics of gifted children which may be observed in relation to other children are:

1. A longer attention span.
2. A persistent curiosity.
3. A desire to learn and the ability to learn rapidly.
4. A good memory.
5. An awareness and appreciation of people and things.
6. An ability to solve problems.
7. A tendency to prefer the companionship of older children or adults.

Gifted children will not possess all of the above characteristics to the same degree, but will evidence most characteristics to a greater degree than other children.

Underachieving pupils are a major concern of the home and the school. These pupils often lack interest and motivation for academic subjects. For motivation of achievement it is desirable to identify pupils with ability at an early age and plan carefully for their education.

Special Abilities and Talents.

All pupils may have talents in areas other than the academic field. Areas such as art, music, social relations, leadership, mechanical ability, and athletic skills. Creativity is a special ability which has received increased attention in recent years. Pupils may be outstanding in some areas and average or below average in others. The identification of pupils with special abilities and talents and making adequate educational provisions for them are important factors in schools throughout the state.

What Can Parents Do To Help?

Parents share with the school an important responsibility in helping their children to achieve their maximum potential. Some of the ways in which parents can supplement and extend the school program are:

1. *Share an interest in reading with your children* - read to them and discuss with them the books they are reading. Be sure they have a library card and have the opportunity to use it often.
2. *Encourage originality* - help children make their own toys, projects, or models from wood, clay or other materials which may be available.
3. *Encourage questions* - help your children find books or other sources which provide answers rather than attempting to answer all questions yourself.
4. *Stimulate creative thinking and problem solving* - encourage children to try out solutions without fear of making mistakes. Help them to value their own thinking, learn from their mistakes, and encourage them to try again.
5. *Foster good work habits* - help children to plan their work and then be sure they complete their plan. This applies to daily tasks at home and in the community as well as school work.
6. *Find time for the family to talk together about many different things* - help your children work toward expressing themselves better.
7. *Take trips together to places of interest* - to museums, exhibits, fairs, government and community agencies.
8. *Encourage a variety of experiences* - help your children to become interested in many activities and develop hobbies.
9. *Allow for some free time* - to encourage your children to wonder, to engage in reflective thought, and to appreciate the world around them.
10. *Be a real companion to your children* - explore and share each other's thinking. Enjoy your children and help them to remember their childhood with pleasure.

> *"I know my child is gifted," said one wise parent, "but he is first of all a child." This parent recognized the child's need for play and outdoor exercise, for creative activities, and for relationships with other children, as well as for intellectural opportunities. Emotional development takes time; the gifted*

> child often progresses more slowly in emotional than in intellectual development. In mechanical things, too, the gifted child may become impatient with his relatively slower progress, although he may be average or even superior in eye-hand coordination as compared with other children. The wise parent recognizes that a bright child has emotional, social, and physical needs, just as other children do; he is concerned with all the interrelated aspects of his child's development.*

*Strang, Ruth, Guideposts for Parents of Gifted Children, (New York: Bureau of Publication, Teacher's College, Columbia University, 1958), page 1.

Presented by William Vassar at a Gifted Education Workshop at McNeese State University, Lake Charles, Louisiana, on January, 1976.

The following books which may be of interest to parents are available in the public library:*

Brumbaugh, Florence N. and Roscho, Bernard. Your Gifted Child: A Guide to Parents. New York: Henry Holt & Company, 1959, page 177.

This book will be of help in the early identification of gifted children and making adequate provisions for them. The importance of a good beginning in the early years is stressed. Guidelines are given for parent-school cooperation.

Cutts, Norma E. and Moseley, Nicholas. Bright Children: A Guide to Parents. New York: G. P. Putnam's Son, 1953, page 237.

Parents may find this book helpful in understanding children's ability. Many suggestions are included for helping gifted children at home.

Strang, R. M. Helping Your Gifted Child. New York: E. P. Dutton, 1960, page 270.

Primarily a book for parents; however, this book discusses all phases of the preschool, school, and adolescent gifted pupil. Included are characteristics, needs, and problems of gifted pupils, case studies, and suggestions for activities.

*Prepared by Conneticut State Department of Education, presented by William Vassar at a Gifted Education Workshop at McNeese State University, Lake Charles, Louisiana, January, 1976.

BIBLIOGRAPHY FOR PARENTS OF GIFTED CHILDREN

Ames, Louise Bates and Joan Ames Chase. *Don't Push Your Preschooler.* New York: Harper and Row, Publishers, 1974.

*This book will help parents understand both child behavior in general and their own child in particular. It gives specific advice about ways to help the young child know himself.

Cutts, Norma and N. Mosley. *Bright Children: A Guide for Parents.* New York: Putman's, 1964.

Fine, Benjamin. *Stretching Their Minds.* New York: E. P. Dutton and Company, Incorporated, 1964.

*This is a book for parents, educators, or students on the education of the gifted. It explores the plight of America's gifted children, what is and is not being done for them, and describes the SANDS POINT COUNTRY DAY SCHOOL.

Gowan, J. C., "Suggestions for Parents of Able Children". San Fernando Valley State College, Northridge, California. (found in the Louisiana State Department Program for Gifted Children)

Grost, Audren. *Genius in Residence.* Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1970.

*The true story of a typical American family faced with the challenge of raising a child prodigy.

Hughes, Felicity. *Reading and Writing Before School.* New York: St. Martin's Press, 1971.

*Those concerned with the very young will find a wealth of ideas, insights, and advice in this book. In preparing this guide, Mrs. Hughes used Glenn Doman's method which is outlined in his best selling book, *Teach Your Baby to Read.*

Martinson, Ruth and Jean Delp. *The Gifted and Talented: A Handbook for Parents.*

Maynard, Fredelle. *Guiding Your Child to a More Creative Life.* Garden City, New York, 1973.

*In this book ways are proposed in which parents can keep alive a child's vivid creative spirit (the urge to learn and to grow with which the child is born). Presented is a coherent guiding philosophy and a multitude of specific suggestions.

National Clearing House for the Gifted and Talented. 1920 Association Drive, Reston, Virginia: Phone (703)620-3660.

National Education Association of the United States. "A Briefing for Parents: Your Child's Intelligence." Washtington, D. C.

Niles, C. C. "Gifted Children" in L. Carmichael, ed., Manual of Child Psychology, New York, John Wiley, 1954.

Oswalt, Edna. The Role of the Parent in the Educating and Training of the Mentally Superior Child. Kent State University Press, Kent, Ohio, 1951.

Ross, Alan C. The Exceptional Child in the Family. New York: Grume and Stratton, 1964.

Sparkman, Brandon and Ann Carmichael. Blueprint for a Brighter Child. McGraw-Hill Book Company, 1973.

Strang, Ruth. Helping Your Gifted Child. New York:Dutton, 1961.

Terman, L. M. and M. H. Oden. Gifted Child Grows Up. Stanford U. Press.

Coffey, Kay, Gina Ginsberg, Carrol Lockhart, Delois McCartney, Carol Nathan, and Keith Wood. Parentspeak on Gifted and Talented Children. Ventura County School System, California, 1976.

Mid-Year

EVALUATION OF PROGRAM BY STUDENTS

SPARK

Calcasieu Parish School Board

Date ______________

Please share some of your feelings about the SPARK program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Do you feel that being in SPARK has been important to you?

   Yes ____ No ____ Explain:

2. Does being in SPARK make problems for you?

   Yes ____ No ____ Explain:

   What is the problem?

3. What does your regular class do while you are gone to SPARK?

   in the morning ______________________

   in the afternoon ______________________

4. Would you like to be in SPARK next year?

   Yes ____ No ____ Explain:

5. In what ways would you like to see SPARK changed?

6. Has being in SPARK helped in the reading you do?

   Yes____ No ____ Explain:

Tell some of the books you read in SPARK.

7. Which story in SPARK will you remember best?

Which activity in SPARK have you enjoyed the most?

8. Have you looked in a book to find out about someone or something since you have been in SPARK?

Yes_____ No_____

9. Has SPARK helped you in any way with the things you do in your regular classroom?

Yes_____ No_____ Explain:

10. Has SPARK helped you in any way with the things you do at home?

Yes_____ No _____ Explain:

11. Has SPARK helped in any way with the way you get along with or feel about people?

Yes_____ No _____ Explain:

12. Has SPARK helped in any way with the way you get along with or feel about yourself?

Yes_____ No_____ Explain:

13. Name one or more students you think should be in SPARK who are not now. Give reasons for each one named.

14. Tell the things you like about your SPARK teacher.

Tell the things you dislike about your SPARK teacher.

15. Is there something else you would like to tell about SPARK?

Yes _____ No _____

(You may use the back of this page if necessary).

END-OF-YEAR STUDENT EVALUATION

SPARK

Calcasieu Parish School Board

Please hlep us by sharing some of your feelings about the SPARK program. A signature is not necessary, but please sign if you wish.

	YES	NO
1. Have you enjoyed SPARK this year?	____	____
2. Do you feel you have learned something in SPARK you would not have learned in your regular classes?	____	____
3. Has being in SPARK created any problems for you?	____	____
4. Would you like to be in SPARK next year?	____	____
5. Do you think your SPARK teacher has been helpful as she could have been?	____	____
6. Has being in SPARK helped you to understand and get along with others?	____	____
7. Has being in SPARK helped you to understand yourself better?	____	____
8. Do you feel that our field trips helped you learn new things?	____	____
9. Did you like for other people to come to the room to teach a lesson?	____	____
10. Were you bored in SPARK?	____	____
11. What would you want to change about SPARK?	____	____
12. Tell anything you liked or did not like about your SPARK class.	____	____

Mid-Year

EVALUATION OF PROGRAM BY PARENTS

SPARK

Calcasieu Parish School Board

Date ____________

For some time now your child has participated in the SPARK program. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Do you feel that participation in the SPARK program has been of value for your child? Yes_____ No_____ Explain:

2. Did participation in the program create problems for your child? Yes_____ No_____ Explain:

   What is the present status of the problem?

3. In what ways would you like to see the SPARK program changed?

4. Has the SPARK program helped your child in any way with the things he does at home? Yes_____ No_____ Explain:

5. Have you helped with transportation on any of the field trips? Yes_____ No_____

   Do you feel that such experiences are worthwhile? Yes_____ No_____ Explain:

6. Do you feel that your child suffered academically by missing some of his other classes to participate in the SPARK program? Yes_____ No_____ Explain:

7. What do you consider to be the most worthwhile learning experiences your child has had in the SPARK class?

8. Would you like to have your child enrolled in the SPARK program next year? Yes____ No____ Explain:

9. Do you feel that adequate communication has been provided to parents regarding the SPARK program?

Yes____ No____

If not, what suggestions for improvement would you make?

10. List any additional comments you would like to make regarding the SPARK program:

11. Do you know any other students (your own or others) you would recommend for consideration for the SPARK program who are not presently enrolled? Please list each child's full name, school, and present grade:

12. Give reasons for your recommendations:

END-OF-YEAR PARENT EVALUATION

SPARK

Calcasieu Parish School Board

Date ______________

Would you please share some of your feelings about the SPARK program to assist us in program improvement. A signature is not necessary, but please sign your name is you wish.

____

	YES	NO
1. Do you feel that you child has enjoyed SPARK this year?	____	____
2. Do you feel that participation in the program has been of any value to your child?	____	____
3. Did participation create any problems?	____	____
4. Has the program helped your child with his schoolwork?	____	____
5. Has the program helped your child in any way with things he does at home?	____	____
6. Have you helped with transportation on any of the field trips?	____	____
7. Do you feel such trips are worthwhile?	____	____
8. Do you feel that your child suffered academically by missing some of his other classes to participate in SPARK?	____	____
9. Would you like to have your child enrolled in the SPARK program next year?	____	____
10. Do you feel that adequate communication has been provided to parents regarding the SPARK program?	____	____
11. Have you been satisfied with the effectiveness of your child's SPARK teacher?	____	____
12. Have you served as a resource person for the SPARK students?	____	____

13. List the name, grade, school of any students you think might qualify for SPARK who are not in the program.

(space below provided for answer to Question 13)

14. Please feel free to make any comments or suggestions concerning SPARK.

Mid-Year

EVALUATION OF PROGRAM BY SCHOOL PERSONNEL

S P A R K

Calcasieu Parish School Board

Date ____________

For some time now the SPARK program has been in operation in the parish. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Are any of the SPARK students presently enrolled in your classes?

   Yes_____ No_____

2. List in rank order the features of the SPARK program which you feel you have been most beneficial to the students who participated:
   - A.
   - B.
   - C.

3. Did participation in the SPARK program create problems for any of the SPARK students? Yes_____ No_____ Explain:

   Did participation in the SPARK program create problems among students?

   Yes_____ No_____ Explain:

4. Did participation in the SPARK program create problems for you?

   Yes_____ No_____ Explain:

   What is the present status of the problem?

5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers? Yes_____ No_____
   If not, what suggestions would you make for improvement?

6. List ways in which you feel the SPARK program can be improved:

7. Do you wish to have the SPARK program in your school next year?

   Yes_____ No_____ Explain:

8. Name one or more students you would recommend for placement in the SPARK program who are not presently participants

9. Give reasons for each student named:

10. List any additional comments you would like to make regarding the SPARK program:

END-OF-YEAR EVALUATION BY SCHOOL PERSONNEL

SPARK

Calcasieu Parish School Board

Date ____________

Please help us by sharing some of your feelings about the SPARK program. Your evaluation and recommendations will be used to assist us in program improvement. A signature is not necessary, but please sign your name if you wish.

	YES	NO
1. Do you feel that the program has been beneficial to your students?	____	____
2. Did participation in the program create any major problems for you?	____	____
3. Do you feel that it created any problems for the students?	____	____
4. Do you know of any thing that was studied in SPARK that was not or could not be covered in the regular instructional classroom?	____	____
5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers?	____	____
6. Have you visited a SPARK class?	____	____
7. Would you like to visit a SPARK class?	____	____
8. Would you be interested in teaching in the program?	____	____
9. Do you wish to have the SPARK program in your school next year?	____	____

10. List the name, grade, school of any students you would recommend for placement in the program who are not presently in the program.

11. Please share any comments or suggestions you would like to make regarding the SPARK program.

(please use backside of this page for answers to Questions 10 and 11)

EVALUATION OF PROGRAM COMPONENTS

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
IDENTIFICATION & PLACEMENT	Orientation meeting for all kindergarten teachers.	Slides, transparencies, presentations.	Number and percent of total school population accepted into program initially.
	List of identifying charateristics of giftedness.	All kindergarten teachers are given packet containing instruments to be used.	
	Informal reading/listening comprehension test.	Instructions are given as how to handle material in packets.	Number and percent of students placed in program following the initial placement.
	Rating scale for kindergarten pupils (from La. Policy Handbook on Gifted Education).	Percent of student population nominated by teachers.	
		Weighted teacher ratings, listed in descending order.	
	Other nominations from parents, first grade teachers, principals, etc.		Number and percent of students in program with primary academic giftedness.
	Peabody Picture Vocabulary Test (administered individually).	Number of students scoring above a determined bottom score.	Percent and number in program according to sex and race.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	California Test of Mental Maturity (long form) administered in groups 10-12.	Sum the two scores and chart for each center in rank order from highest to lowest.	Percent and number of total school population identified for possible placement in program in each geographic location.
	Placement team.	Scores reviewed by team and selections are made.	Percent and number of total school population identified for possible placement in program at a later date.
	Interview of prospective students and parents.	Number and percent of student and parent interviews.	
	Orientation meetings with parents of each center.	Number and percent of parents attending orientation meetings.	Number and percent of positive and negative responses to interview parents and students.
	Written parental permission.	Number and percent of permission slips turned in.	Number and percent of positive responses to permission forms sent.
	List of identifying charateristics of giftedness.	First grade teacher recommendations.	Number and percent of students entering first grade not previously recommended.
			Number and percent of students representing major/minor ethnic group.
	Test administered by competent authority teams.	Number and percent of students that are gifted and recommended by competent authority teams for placement in the program.	Number and percent of positive and negative responses to recommend actions made by competent authority teams.
			Number and percent of total school population identified for possible placement in the program at a later date.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
2. DIFFERENTIATED CURRICULUM AND INSTRUCTION	Teacher logs.	Daily annotated logs of teachers.	Positive responses.
	Teacher rating scale.	Ratings on six-week basis for teacher and students; semi-annually for principal, counselor, and cooperating faculty.	
	Principal, counselor and cooperating faculty rating scale.	Number and percent for pre & post readiness and achievement test ratings.	Percent of gain or loss on test scores.
	Readiness tests.		
	Achievement tests.		
	Individual projects by students.	Periodic student projects.	Number and percent of students participating in projects and activities.
3. INSERVICE	Workshops for active and prospective teacher of gifted and talented with nationally-known consultants.	Number and percent of participants.	Positive and negative responses.
	Visitation to other exemplary programs by active gifted/talented teams.		Positive and/or negative responses.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	Attendance at state, regional, and national meetings of gifted/talented team.	Number attending. Areas of interest to participants.	
	Regular meetings of active teachers of gifted/talented with supervisors and/or consultants for gifted/talented.		
	Workshops, seminars, and conferences for and with cooperating faculty.	Number of workshops, conferences, and seminars. Number of faculty, participants.	
	Visitation to gifted/talented classrooms by cooperating faculty.	Post-ratings of participants at each level of inservice.	
PARENTAL INVOLVEMENT	Attendance at group meetings and parent/teacher conferences.	Semi-annual group meetings and a minimum of two parent/teacher conferences per year.	Number and percent of parents participating in group meetings.
	Visitation to SPARK class rooms.	Invitations sent to parents to visit classrooms whenever possible.	Number and percent of parents participating in parent/teacher conferences.
	Chaperoning field trips.	Invitations sent to parents to assist in transporting students on field trips.	Number and percent of parents visiting classes and assisting on field trips.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	Parent rating scale.		Semi-annual ratings.
5. COMMUNITY INVOLVEMENT	Invitations and voluntary requests to participate.	Number of resource participants and area of expertise of each.	Number and percent of students participating in each community activity.
	Community participants rating scale.	Number of field trips.	
	Teacher rating scale. Student rating scale.	Post ratings on each community related activity.	
6. DISSEMINATION OF INFORMATION	Published articles about gifted/talented program.	Annotated logs of gifted/talented team.	Number and percent of informational dissemination.
	Appearance of gifted/talented team members, other school personnel, and/or students to share information concerning gifted/talented program.	Maintenance of scrap book and picture album on gifted/talented program.	Number and percent of positive responses.
	Correspondence with interested persons regarding program.	Annotated log of gifted/talented team's appearance on TV - parent's meetings, civic organizations, other schools, state, regional, and national conferences.	Number and percent of requests for appearances.
	Preparation of handbooks and brochures concerning the program.		

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	Preparation of picture slides, and other media concerning program.		
	Visitation of SPARK centers by other school systems upon request.	Oral and written evaluation of program by visitors.	Number of requests from other districts to visit.
7. TOTAL PROGRAM EVALUATION	State team. Team of national experts on giftedness.	Annual ratings by state and national teams, teachers, students, parents, cooperating faculty and administration.	Positive and negative responses. Number and percent of days gained or lost in student attendance.
	Class rosters and attendance records. Teacher rating scale. Student rating scale.	Number and percent of attendance and absences of students prior to program and during program.	Number and percent of days remaining in program at end of year following initial placement.
	Cooperating faculty and administration rating scale. Parent rating scale.	Number and percent of loss of students from program following initial placement with statement as to why student left.	

POLICIES

The success of the SPARK program is due largely to teamwork - - teamwork that includes the principal, classroom teacher, parents, counselor, evaluation team, the SPARK teacher, and other professional persons. It is intended that all persons involved can attain a free flow of interaction by exchange of ideas, sharing experiences and providing input into the program.

The SPARK students are encouraged to assume the responsibility of making up work missed as required by the regular classroom teacher. However, since these students usually learn at a faster pace, it is suggested that they not be penalized by having to make up seat work or drill sheets unless the classroom teacher feels the child has a specific need for skill development.

The scheduling of SPARK classes has been established by the principals of the schools housing SPARK centers in cooperation with other administrative and supervisory staff. The centers have the 2½ hour block twice each week, alternating morning and afternoon. The students spend 20 percent of their school time in SPARK and 80 percent in the regular instructional program.

State law and policy prohibits unauthorized personnel from placing and/or removing any child from a special class. At the beginning of the 1975-76 school year, the SPARK program was placed in the Department of Special Services under the direction of Mrs. Barbara Bankens. Total responsibility for placement in or removal from any special education program in Calcasieu Parish (including SPARK Gifted/Talented Program) must be assumed by the administrative and supervisory staff of Special Services Department.

FUNDING

An ESEA Title III grant is providing funds for the primary SPARK program. Funds from this grant provide for the coordinator's salary as well as clerical help and for the summer work for the teachers. There is also funding for materials, supplies, field trips, travel to meetings and conferences both in and out of state.

Local funds provide for facilities and equipment for the primary program.

Title III became Title IV on July 1, 1976, and the project is to be funded with Title IVC funds.

FUTURE PLANS

The success of the SPARK program has indicated a need for expansion. However, it is with careful precaution that the expansion does not take place at too great a rate so as to become a watered-down program. A carefully planned foundation has been laid, and there is more interest in quality than quantity.

The program was implemented in 1975-76 in three centers with three full-time teachers serving all elementary schools in the parish, public and parochial. The establishment of three second grade centers will be extended the second year, and to the third grade the third year.

Many factors are to be considered before expansion can take place. Every consideration will be given as to needs assessments of the school system.

TONY

Tony's drying dishes and cleaning out the hall.
And all he did was use the phone to make a friendly call.

For Tony , being punished (which happens more and more)
Because he's only four years old and much too smart for four.
A case of what I mean is this: His parents thought it prattle
When Tony asked if he could phone his uncle in Seattle.
So Tony's parents answered "Sure", only to check late
And find he'd talked from coast to coast for fifty minutes straight.
Which started Tony hollering he wasn't fresh or bad,
He'd asked to call Seattle, and they'd let him, and he had.

Tony's in the corner upon the "Naughty Stool", and all because he tried
To do the work in nursery school.

When Tony tired of coloring, to vary his routine,
Miss Keith, his teacher, had him make a bowl of plasticene.
But even though he made the bowl, Miss Keith looked fierce and smitten
To note that on the back of it *Made in Japan* was written.
And since it didn't seem to help when Tony told Miss Keith
He only wrote what all cheap bowls had written underneath.
Not really liking fierceness much, he took a pencil . . . Whoom . . .
And fired it in a rubber band across the silent room.

Tony's in the corner where he's sent again
Because at four he reads and writes like someone nine or ten.

Upset about the Bowl Affair, Miss Keith, appearing grimmer
Decided Tony might enjoy a lovely first-grade primer.
The trouble was that later on when she was less forbidding
And asked if Tony liked the book, he answered: "Are you kidding?"

. . . *My dog can run. My ball is fun. My kitten is a pet.*

See mother cook. See baby look . . .

"How boring can you get?"
And just to warn some future child the story wasn't bearable,
He scribbled on the title page: "Don't read this book, it's terrible."

Since Tony, what with this and that, was not example - setter,
The teacher said to stay at home until he acted better;
Which didn't bother Tony much, for what could be forlorner
Than spending half your waking hours restricted to a corner.

So now he's sweeping sidewalks and beating scatter rugs,
And though he keeps his mind alert by watching birds and bugs,
He's sick of being punished (which happens more and more)
Because he's only four years old, and much too smart four.
He's sick of how his mother says in accents sad and moan-y.
He's brilliant, but I don't know what we'll ever do with Tony.

**From The Snail's A Failure Socially by Kaye Starbird*